

**AN APPRAISAL OF THE REMEDIAL READING PROGRAM  
FOR SLOW LEARNERS IN THE  
BARTOW JUNIOR HIGH SCHOOL**

**MARY L. PALMER**



A faint, grayscale background image of a classical building, possibly a temple or library, featuring multiple columns and a prominent pediment. The structure is rendered in a light, out-of-focus style.

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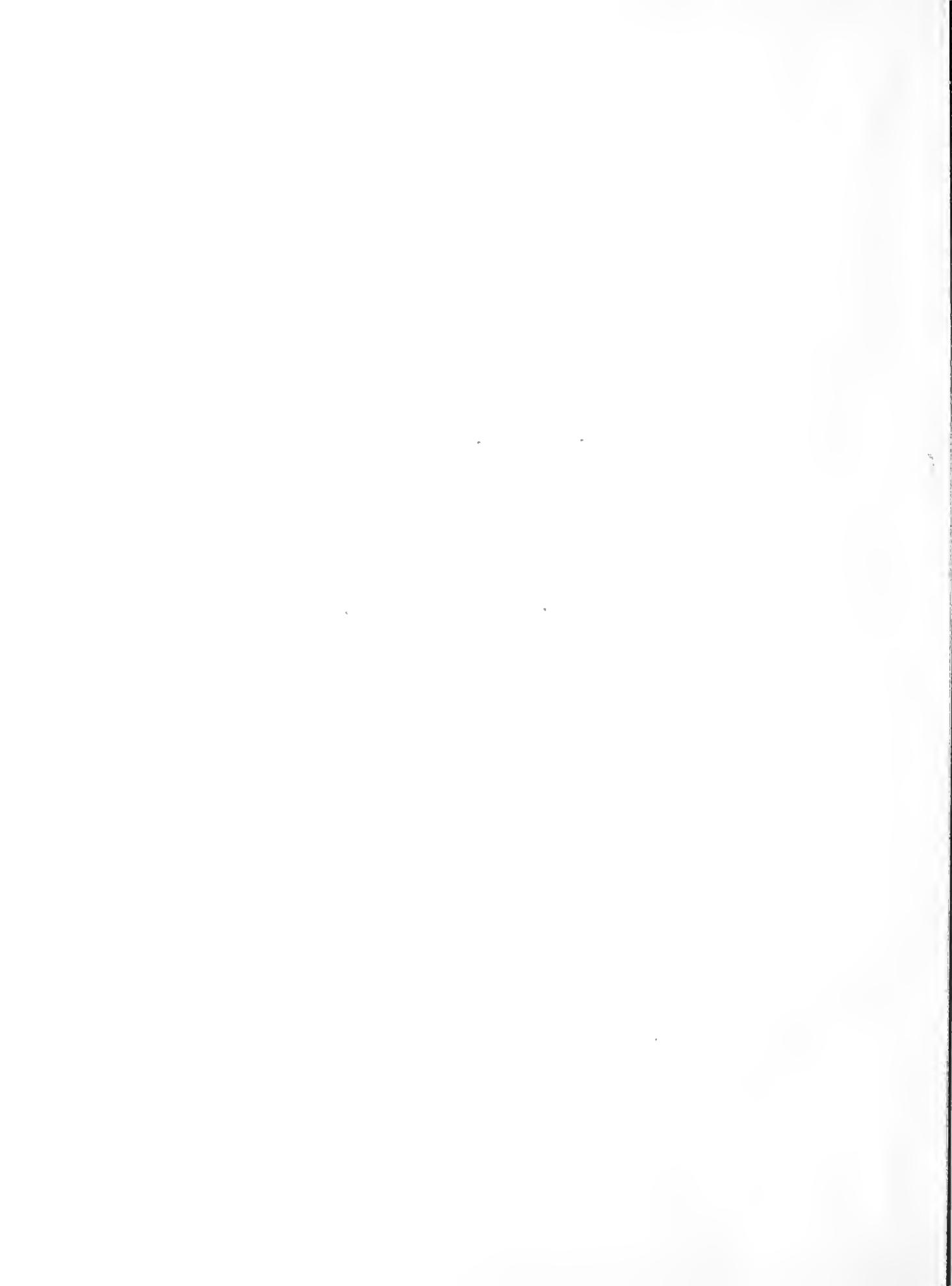
To  
My Mother  
For  
Her Sympathy and Understanding

Dr. Thomas J. Wagner

for  
Unlimited Inspiration

Professor J. Gordon Ogden, Jr.

for  
His Untiring Assistance  
  
and  
All Others Who Cooperated So Nobly  
In the Various Phases of This Project



AN APPRAISAL OF THE REMEDIAL READING PROGRAM FOR SLOW  
LEARNERS IN THE BARTOW JUNIOR HIGH SCHOOL

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MARY L. PALMER

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Submitted in partial fulfillment of the  
requirements for the degree of Master of  
Arts in the Graduate School of  
Florida Southern College

1949



Florida Southern College

AN APPRAISAL OF THE REMEDIAL READING PROGRAM FOR SLOW  
LEARNERS IN THE BARTOW JUNIOR HIGH SCHOOL

by

MARY L. PALMER

Written Under the Direction of  
Professor James Gordon Ogden, Jr.

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Date



The undersigned members of the reading committee of Mary L. Palmer have examined her project, An Appraisal of the Remedial Reading Program for Slow Learners in the Bartow Junior High School, and recommend its acceptance.

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Representatives of the  
Graduate Committee

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Date of Submission to the  
Chairman of the Graduate  
Committee

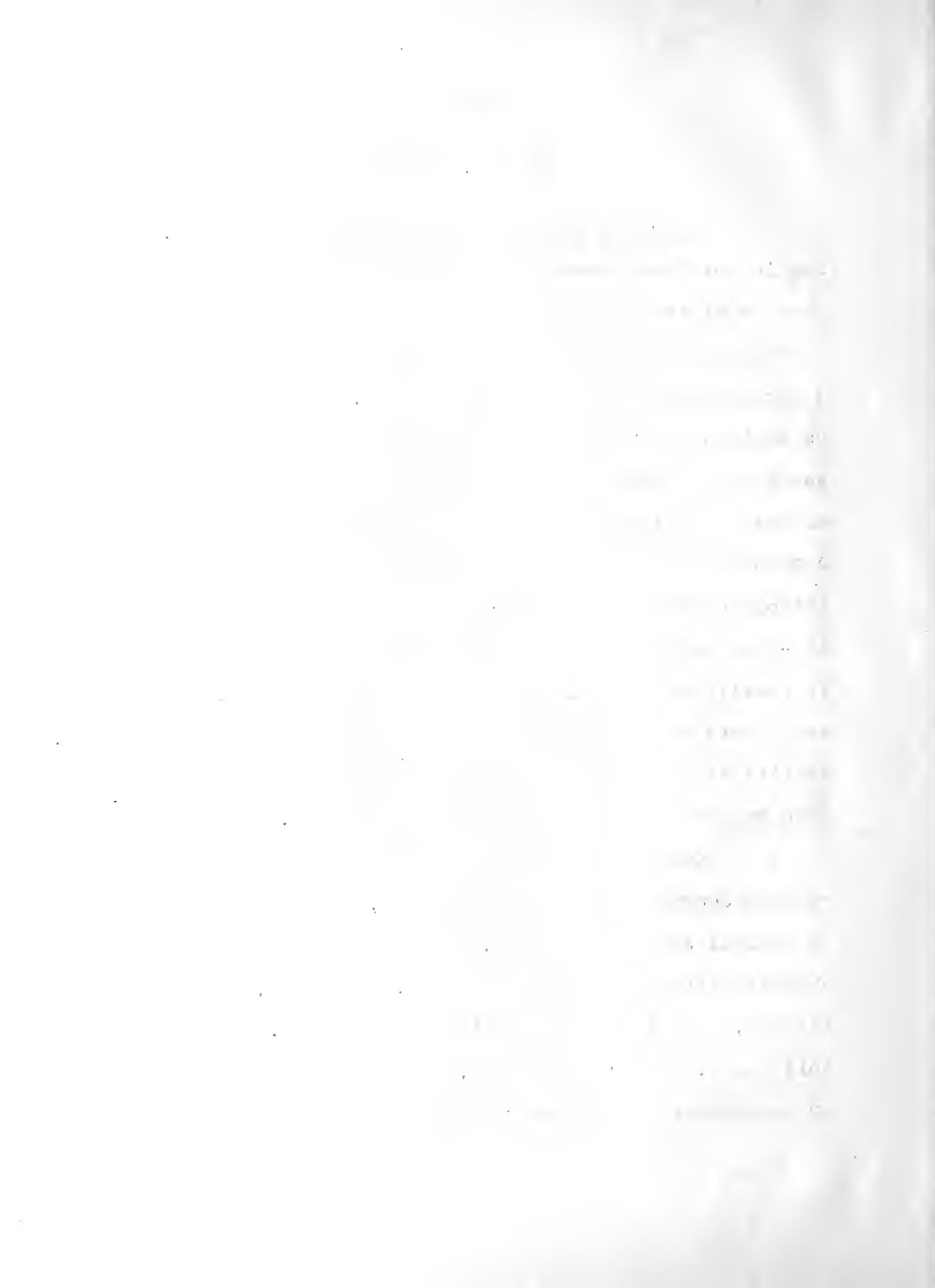


## PREFACE

HENRY C. MORRISON

Specific Criteria in the Primary Learnings. Reading in our terms means the ability to see through the symbolic complex of the printed page to the thought or scene of action which is the subject of the discourse without constant focal consciousness of the discourse itself. To this ability let us apply the term reading adaptation. Its essential utility seems to be found in the principle that the person who has arrived at that stage is able to reflect as he reads and consequently to assimilate the subject matter. On the other hand, the person who has not reached that stage but who can nevertheless put together a mosaic of words, of each of which he is focally conscious, cannot reflect as he reads, cannot assimilate as he reads, and studies with difficulty if at all. Ability to assimilate materials in the form of discourse is then one of the primary conditions of study.

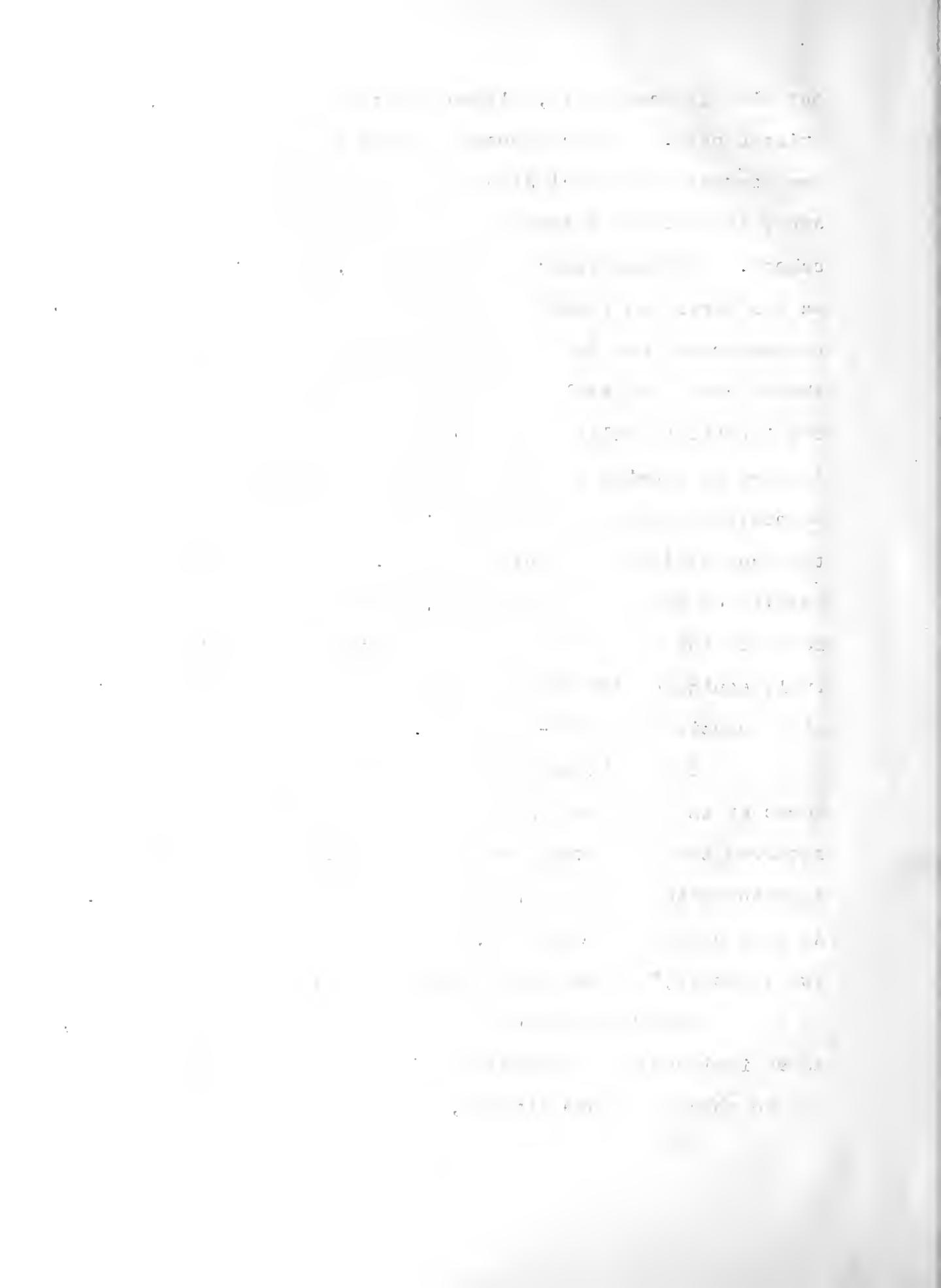
Can children study as soon as they have reached the reading adaptation? They can and do, in a primitive and unmethodical sense it is true, but none-the-less the fundamental characteristic of study is present. They can, by their own efforts, get vicarious experience from books. Before reaching this stage, they cannot do so, but must depend upon the teacher or some other person for that kind of enlightenment which in



our time is accessible, either directly or indirectly, on the printed page. They can observe, make associations, and to some extent draw conclusions, but they cannot study in the sense in which that term has to be used in the work of the school. This embryonic study capacity, which arises as soon as the pupil has found his book and can use it, must of course be developed into the systematic methods of thinking which the educated man employs; it must be trained by developing in the individual volitional control and discretion; it must be refined by showing him how to attack his problems in the most economical and effective manner; it must be enriched through the acquisition of cultural content. Such development is the problem of the secondary school, from the time at which it receives the pupil until he leaves school or until he is fully equipped with those powers and interests which render him educationally self-dependent.

The pupil begins to be able to learn the systematic forms of thinking in which most study is done when he has acquired the elementary concepts of number and has become accustomed to use them in their mathematical relationships. As soon as he can count and, in common parlance, "put two and two together," he has become capable of learning how to study.

The pupil cannot begin to acquire the art of study, as an implement of systematic adjustment to the world and the age in which he finds himself, until he has acquired a tool



with which to record his learning and through which he can express his reactions to teaching in a more abiding and a more deliberate form than is possible through the agency of the spoken voice. The only tool which we have yet found usable for this purpose in the beginning is handwriting. Apart from the ability which handwriting implies, the individual can absorb information, he can make more or less shrewd deductions from his experience, he can eventually perhaps accumulate the naive stock of wisdom drawn from the immediate environment, which the illiterate often evinces; but he cannot even begin to attack systematically the accumulation of ordered experience which an advanced civilization presents to him. Just as reading ability puts the pupil in contact with the wider environment, so handwriting enables him to react to the environment in intellectual forms and thus to complete the learning cycle. Nor is it essential, before he can begin to study, that he shall have acquired the skill which penmanship implies.



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## CHAPTER I

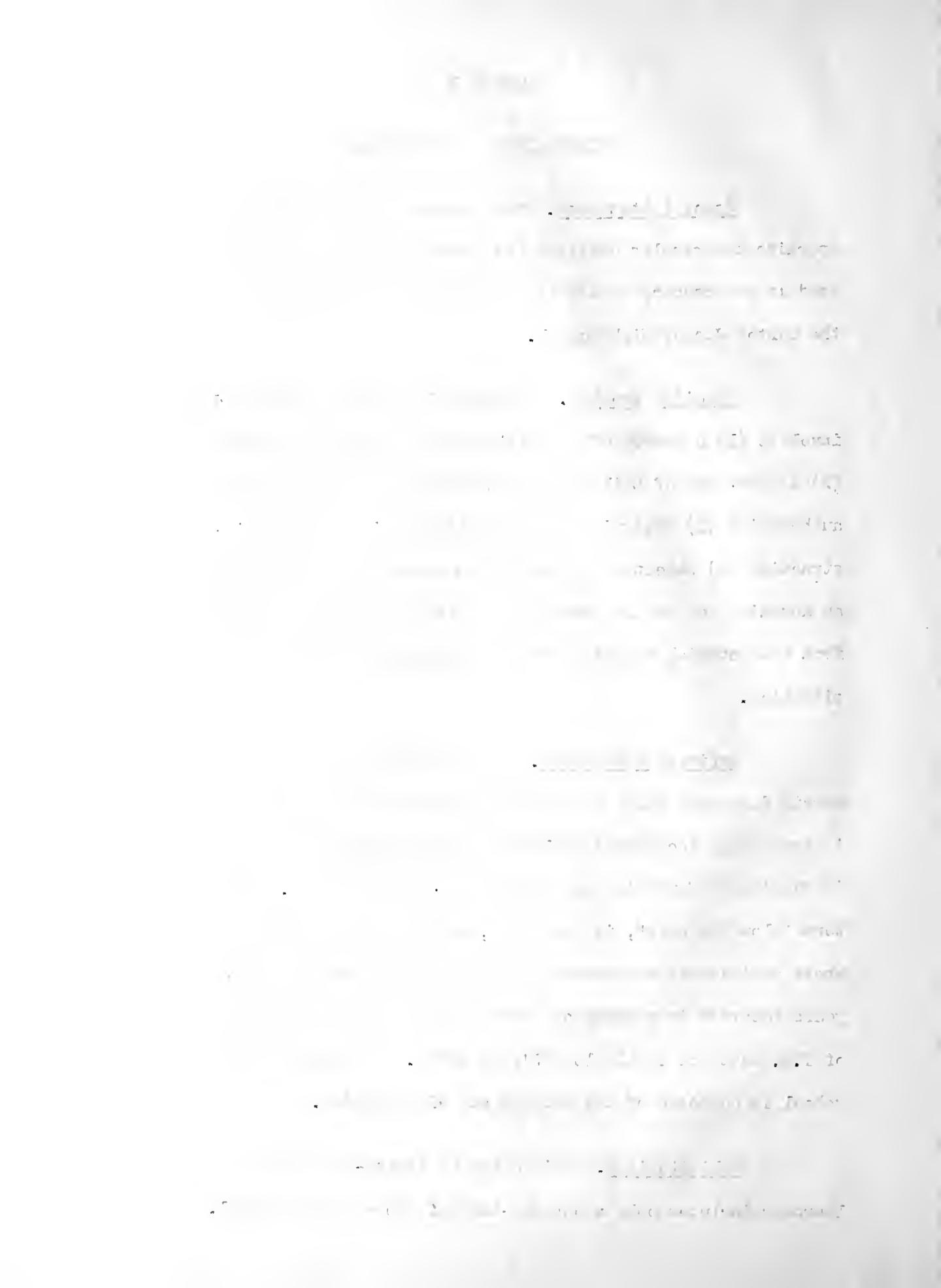
### PRESENTATION OF THE PROBLEM

General Statement. The purpose of this study is to appraise the results obtained from certain methods and materials used in the reading instruction of a class of slow learners in the Bartow Junior High School.

Specific Problem. Specifically speaking, the study involves (1) a survey of the history of instruction in reading (2) a knowledge of philosophies and practices of outstanding authorities (3) determination of pupils needing remedial instruction (4) selection of remedial methods and materials (5) an appraisal of results obtained and (6) Implications derived from this special remedial reading program in a classroom situation.

Definition of Terms. The term "remedial reading" as herein discussed shall be taken to include those materials and instructional techniques employed in alleviating retardation in reading as found in some of our junior high pupils. The term "slow learners", in this case, refers to those pupils whose achievement test results show them to be at least two years retarded in reading and whose scores on a reading type of I.Q. test are in the low 90's or below. Our junior high school is composed of the seventh and eighth grades.

Delimitations. This class of twenty-five slow learners includes only about one-half of those in our school.



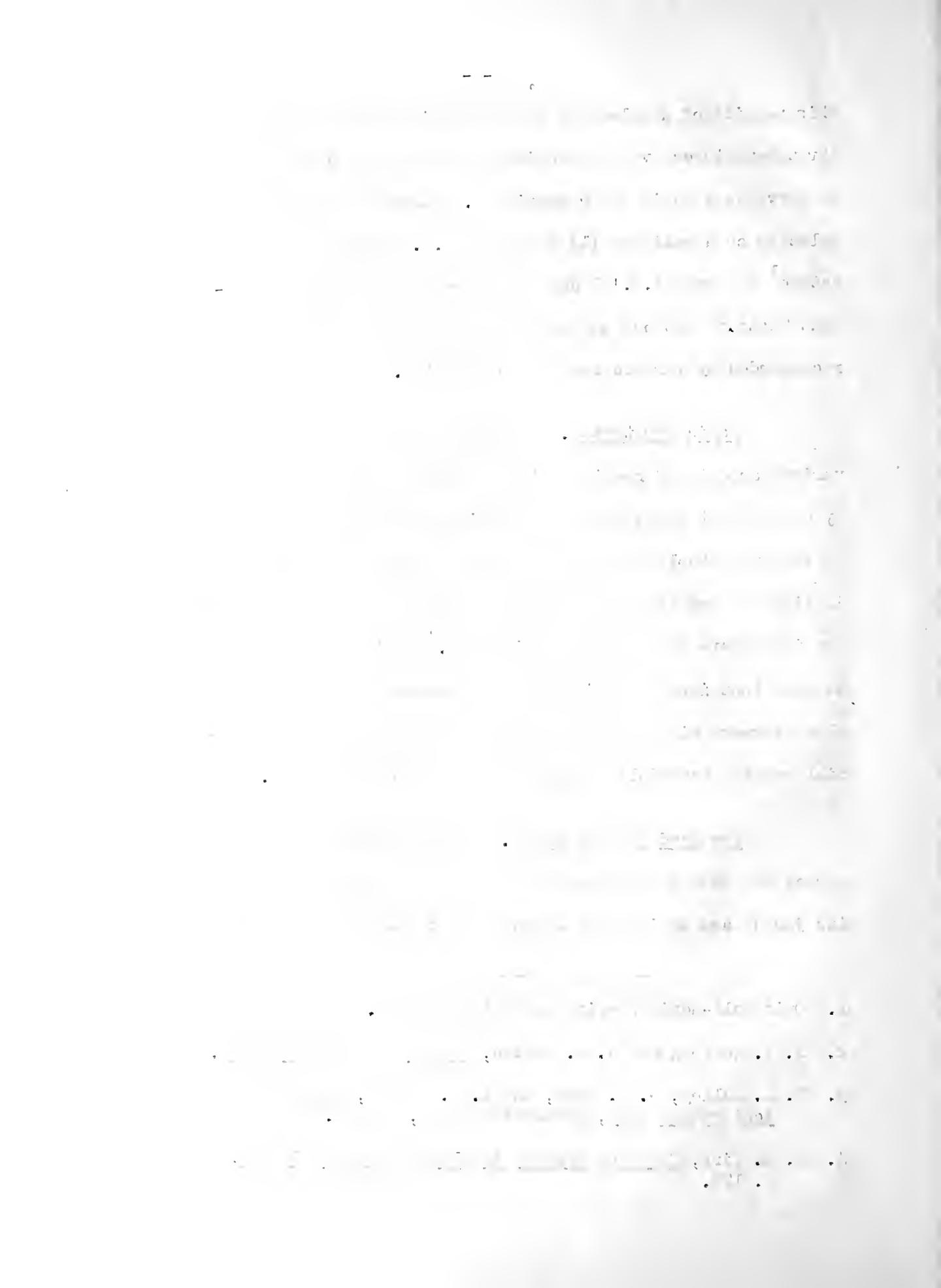
This permits of a selection of twenty-five others scattered throughout three average sections for use as a control group to serve as a basis for comparisons. These two groups were selected on a basis of (1) Scores on I.W. tests of a reading nature<sup>1</sup> (2) Beta I.Q.'s<sup>2</sup> and (3) Scores on Stanford Achievement Tests.<sup>3</sup> Methods and materials were chosen from those recommended by various reading authorities.

Basic Hypotheses. A study of achievement in the various aspects of reading skills of slow learners as shown by achievement tests and the inability of pupils to progress in various school subjects due to these reading disabilities implies and infers that our reading program has been ineffective and inadequate for meeting pupil needs.<sup>4</sup> This study attempts to show that improved ability in the various reading skills of slow learners will result from a judicious selection of remedial reading materials presented in an effective method.

The Need for the Study. The fact that nearly every school has made provisions for remedial reading instruction in its junior and senior high schools would indicate that our

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1. Otis Self-Administering Intelligence Test.
2. C. E. Kellogg and N. W. Morton, Revised Beta Examination.
3. T. L. Kelley, G. M. Ruch, and L. M. Terman, Stanford Achievement Test, Advanced Battery, Form F.
4. S. A. Kirk, Teaching Reading to Slow Learning Children, p. 178.

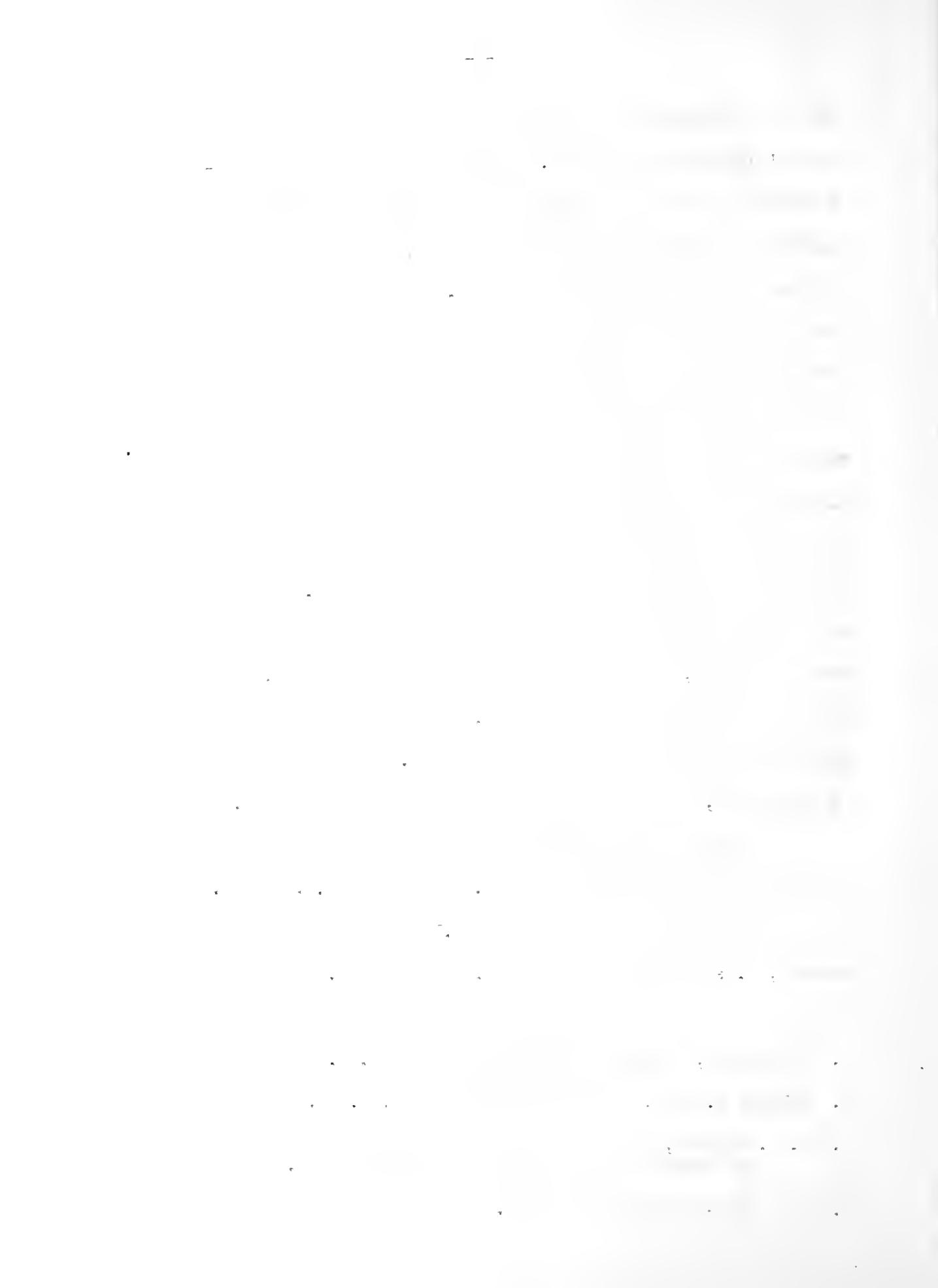


school administrators are aware of the need to improve the pupils' abilities in reading. Today, due to universal recognition of the extent to which our secondary school pupils cannot read effectively, each teacher of major subjects is considered to be a teacher of reading.<sup>5</sup> Gray says that "The results of the extreme viewpoints (exclusively phonetic or purely context) were dramatized in the thirties and early forties in certain towns and cities by groups of young people who were disinterested and inefficient in reading, by the anomaly of intelligent illiterates in high schools, and by large high school remedial programs which attempted to correct the lack of systematic teaching in the early grades."<sup>6</sup> In most of our elementary schools basic reading programs have been reinstated, but these came too late, unfortunately, to benefit our secondary school pupils. Our remedial reading programs are our one answer to the problem. As Wascomb<sup>7</sup> has so aptly said, "Remedial teaching at best is poor teaching."

In the Bartow Junior High School we have fifty slow-learning pupils who average 84.5 on reading I.Q.<sup>8</sup> tests. In reading achievements they average 6.1 grades in paragraph meaning, 6.0+ in word meaning and 5.9 in spelling. These

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- 5. Paul Witty, Reading in Modern Education, p. 8.
- 6. William S. Gray, On Their Own In Reading, p. 27.
- 7. H. L. Wascomb, Notes from unpublished lectures delivered at Florida State University in July of 1945.
- 8. Otis Self-Administering Tests.



pupils have attended school for an average of 8.5 years. These conditions as recorded in Table III should be adequate testimony to the fact that a remedial reading program is needed in the Bartow Junior High School.<sup>9</sup>

Summary. The purpose of this study is to appraise the remedial reading program for slow learners as organized in the Bartow Junior High School. In order to do this effectively, it is necessary that the author know the philosophies and tenets believed in, methods and materials used, and the results obtained from the programs advocated by the various authorities of reading.

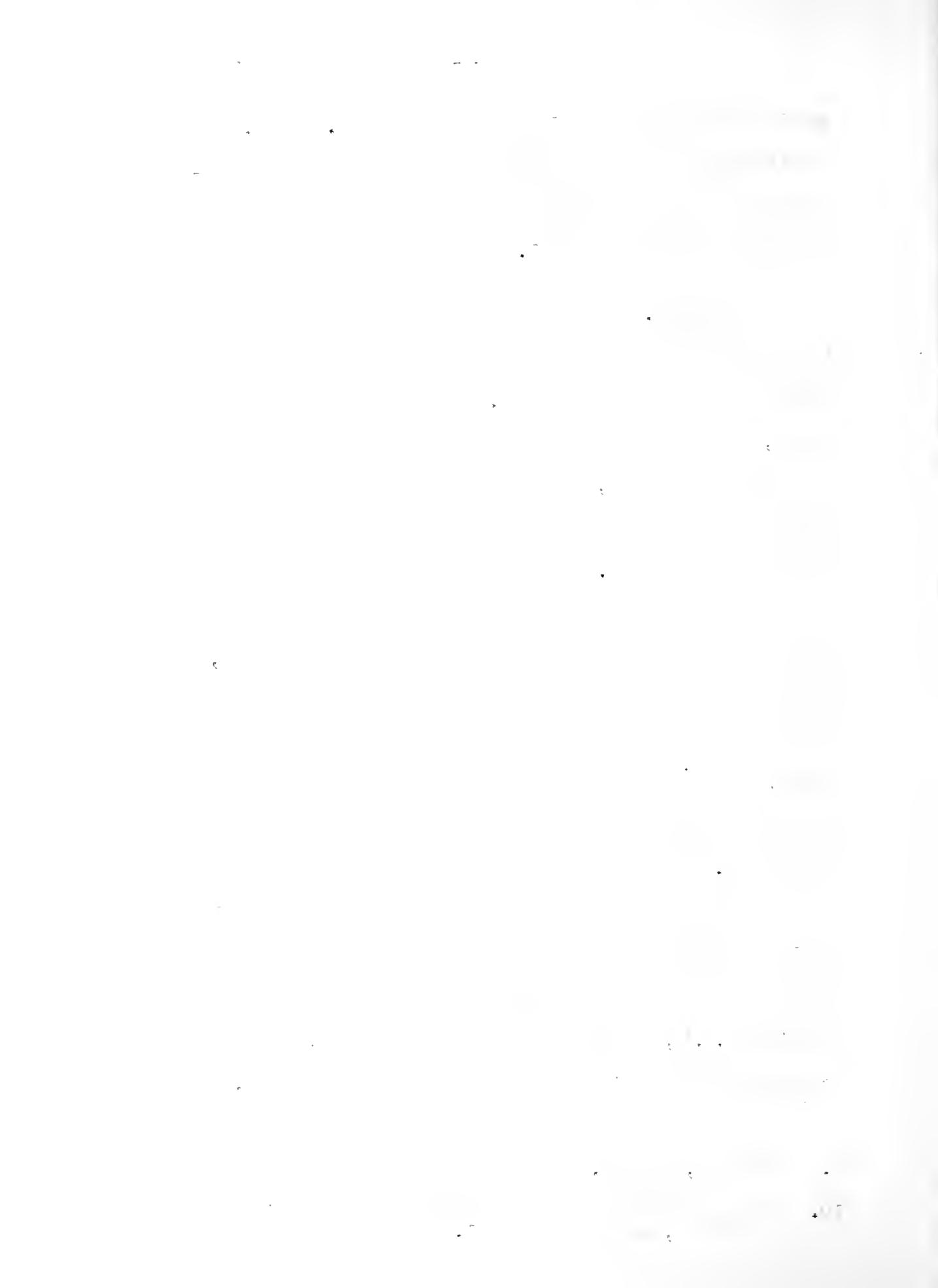
The need for a remedial reading program is demonstrated by pupil testimony, parental protests of inadequacy, inability of teachers of various subject matter to achieve their goals and objectives due to reading retardation in their pupils, and the fact that fifty our of 300 of our junior high pupils are between two and four years retarded in reading achievement.<sup>10</sup>

The appraisal of our remedial reading program will involve a comparison of the twenty-five pupils chosen for special instruction with twenty-five pupils of as nearly identical I.Q.'s, reading and spelling achievement, and socio-economic factors pertinent to school progress as possible.

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9. Table III, page 62.

10. Refer to Records on file in Supervising Principal's Office, Bartow High School.



These latter twenty-five control pupils will be found throughout three average sections of the eighth grade and will be receiving instruction suited to such groups.



## CHAPTER II

### HISTORY OF THE DEVELOPMENTS OF TEACHING

#### READING IN AMERICA

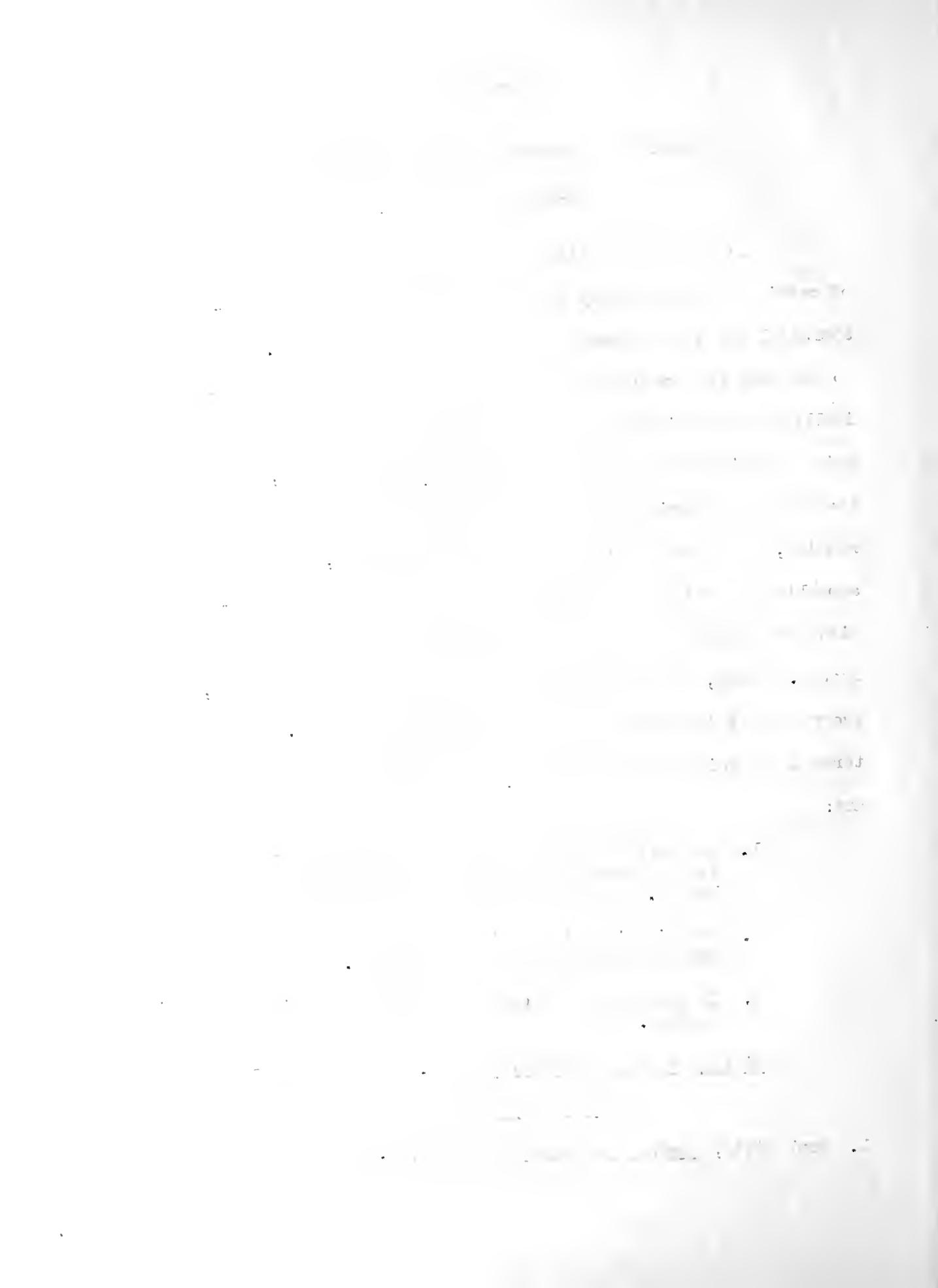
At no previous time in the history of the teaching of reading in this country has there been such a need for re-appraisal and a true evaluation of our reading programs. Due to the fact that people generally and school personnel specifically are realizing the extent to which our schools are not doing a satisfactory job of teaching our boys and girls, teachers are becoming keenly interested in the problems of reading, are demanding clarification of objectives, and are appealing for help in improving the effectiveness of instruction throughout the entire twelve grades of the public school system. Today, for the first time in the history of education, every teacher is considered to be a teacher of reading. The three areas which seem to demand attention the most urgently are:

1. In studying pupils and in determining their varied purposes for reading at different levels.
2. In obtaining diversified instructional materials of appropriate difficulty.
3. In recording and appraising pupil growth in reading.<sup>1</sup>

History of Text Books in Reading. The best mirror

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1. Paul Witty, Reading in Modern Education, p. 1



of the theories and practices in vogue at any period in the development of our modern conception of a reading program is the reading text book. These not only reflect the reading theories practiced at that time but also demonstrate the influence of research in child development and the knowledge of the learning process. Modern educators today pride themselves on understanding the development of children and the various phases of learning phenomena; yet never before in the history of education has there been a greater gap between what is universally known and commonly practiced.

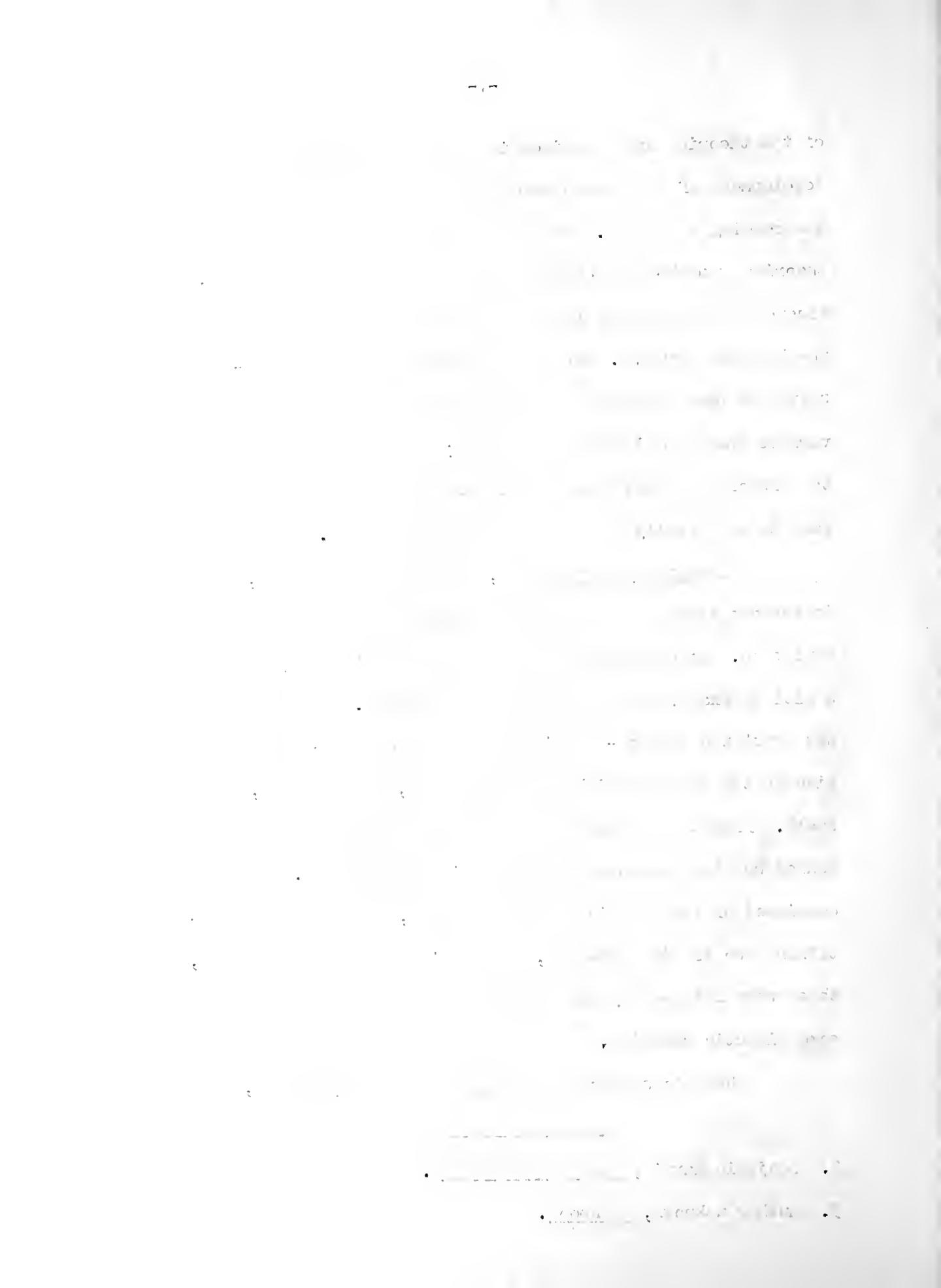
The New England Primer,<sup>2</sup> published about 1683, was in various ways the most significant book in early American education. As compared with our text books of today, it was a pitiful example of instruction for children. In size it was about two and one-half inches by four and one-half; the size of the print and illustrations being, of necessity, quite small. From time to time new editions of this text book appeared but the contents remained basically the same. They consisted of introduction to the alphabet, lists of words containing two to six syllables, the LORD'S PRAYER and the CREED, these were followed by the famous couplets and letters and some didactic material.

Used to supplement the Primer was the Hornbook,<sup>3</sup>

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2. Benjamin Harris, New England Primer.

3. Author unknown, Hornbook.



so-called because the reading material, consisting of a Cross, vowels and vowel consonant combinations, the exorcism, and the Roman numerals, was covered with thin sheets of horn to prevent wear.

Another ingenious device used for and by girls was the embroidering of various couplets, the Lord's Prayer, and excerpts from the Bible on samplers. This and the Hornbook were supplementary materials to the Primer: these constituted practically the entire choice of reading materials for beginners in the Puritan era.

Toward the latter part of the eighteenth century a highly significant contribution to reading instruction was made by Noah Webster, who wrote and published a series of readers called Grammatical Institute.<sup>4</sup> After being published for several years as a single book, in 1790 the materials were presented as three separate texts. One of these, the American Spelling Book,<sup>5</sup> called the Blueback Speller due to its blue cover, became one of the most influential books America has ever known.

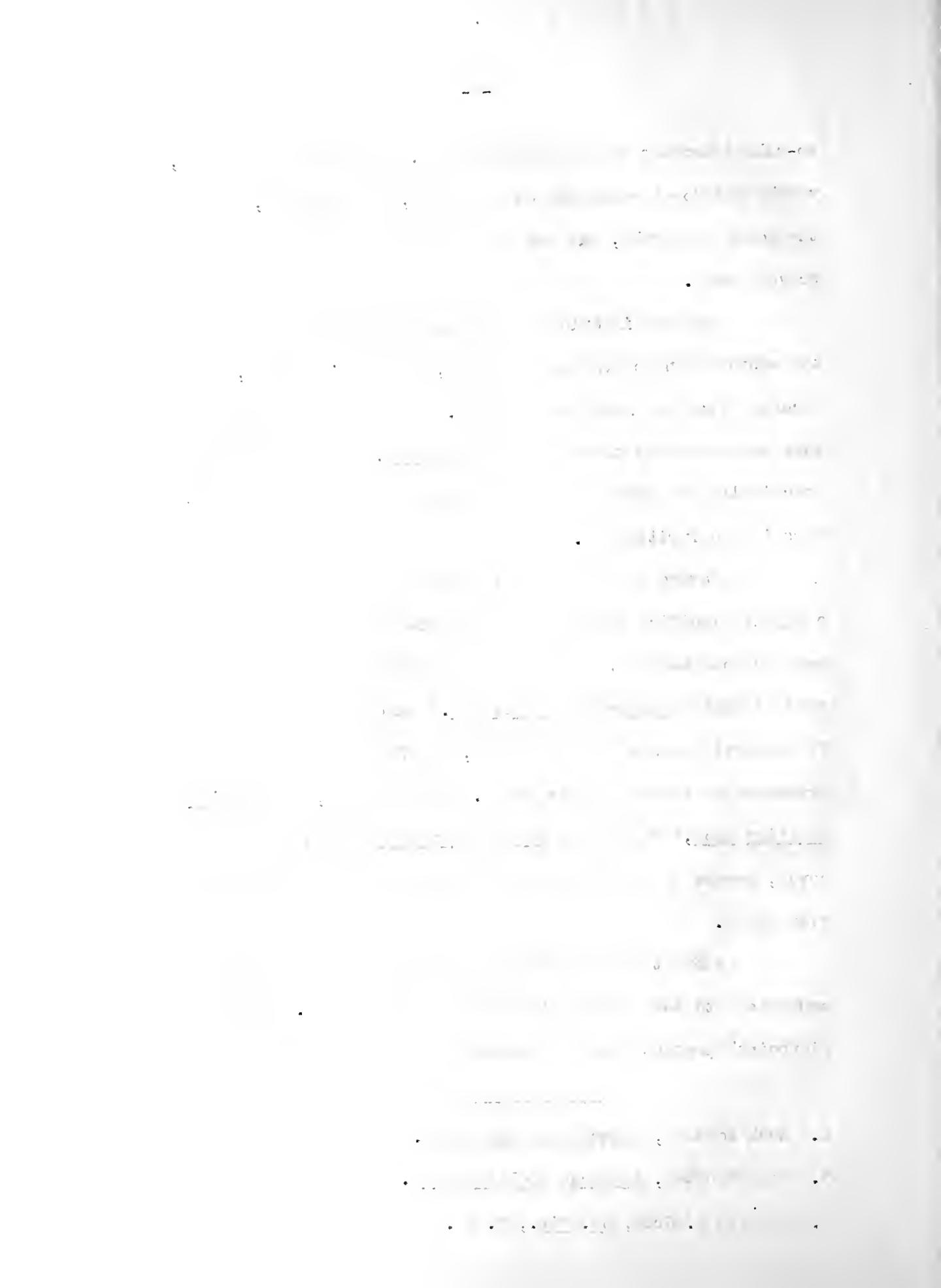
About this time text books began to appear which emphasized to some extent the nationalistic spirit. John Pierpoint<sup>6</sup> presented some materials written by American writers;

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4. Noah Webster, Grammatical Institute.

5. Noah Webster, American Spelling Book.

6. William S. Gray, op. cit., p. 18.



however, the general tone of the books remained moralistic. This was the first time that the writings of any but English authors were used.

The first carefully graded set of readers in this country was compiled by Lyman Cobb.<sup>7</sup> Thereafter, several series of readers appeared between 1840 and 1860 that made an attempt toward the establishment of school grades. The best known of these were prepared by William Holmes McGuffey.<sup>8</sup>

From 1836 until 1920 there were supposed to have been 122,000,000 copies of McGuffey Readers<sup>9</sup> sold. There were several factors contributing to this immense popularity, probably the greatest being the emphasis given to commendable character traits. Henry Ford's opinion was: "Truth, honesty, fair-dealing, initiative, invention, self-reliance -- these were the fundamentals of the McGuffey Readers. They were as timeless then as they are now."<sup>10</sup>

Until nearly the beginning of the twentieth century the physical make-up of the reading materials had been rather neglected. The first readers to stress readable type was Edward G. Ward's<sup>11</sup> readers which appeared in about 1894. He also included varied content and stressed a knowledge of basic

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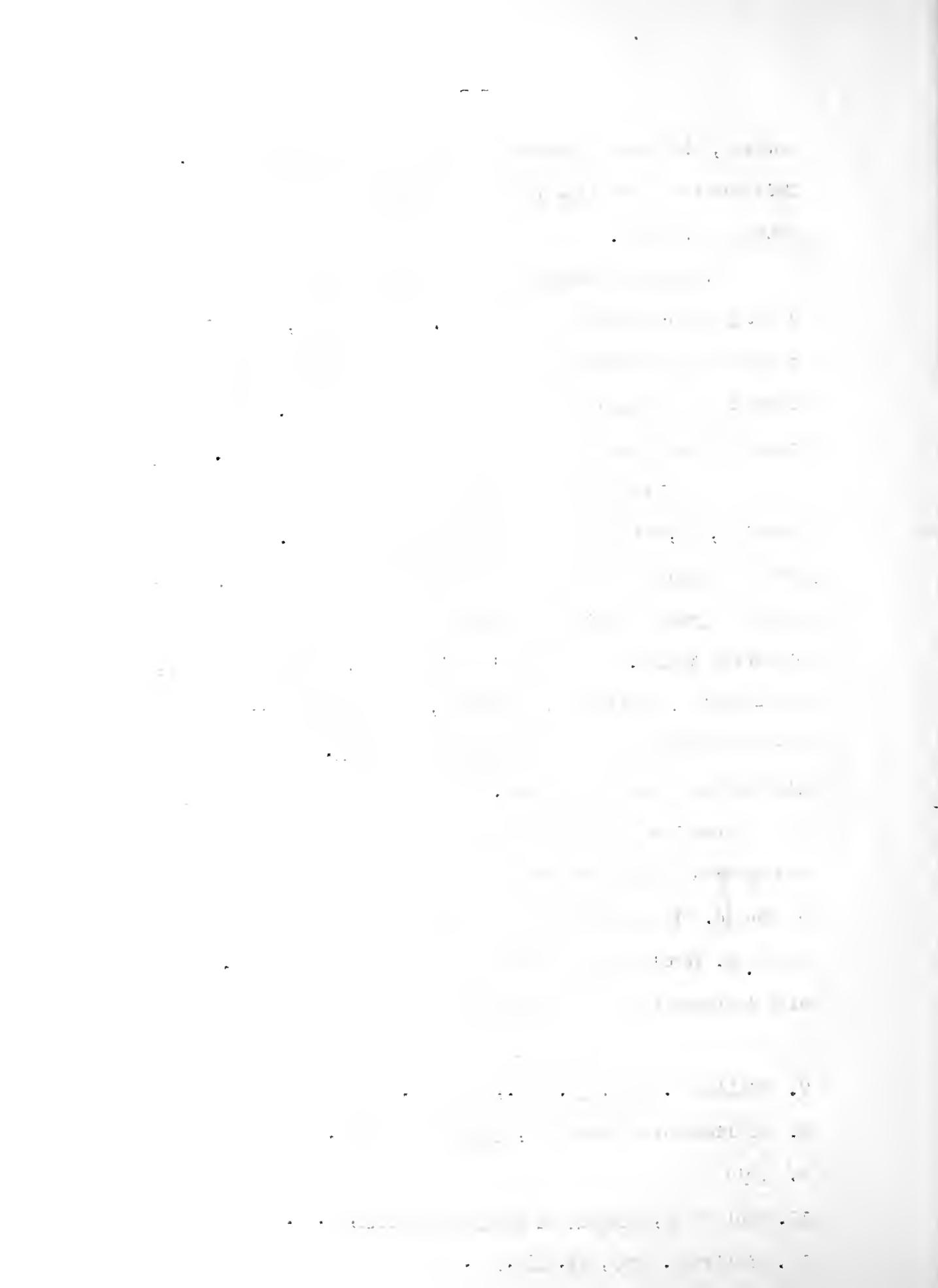
7. William S. Gray, op. cit., page 18.

8. William Holmes McGuffey, McGuffey Readers.

9. Ibid

10. Paul Witty, Reading in Modern Education, p. 3.

11. William S. Gray, op. cit., p. 19



sight words before attempting phonetic analysis.

After the turn of the century many of the readers began using story materials as a basis for learning habits and skills. Some provision was made for vocabulary control and for more varied and meaningful content.

The reading text book today is a far cry from its early predecessors with its attractively colored and abundant pictures, its highly meaningful and interesting stories, its scientifically controlled vocabulary, and its bold, readable type.

Developments in Methods of Instruction. The alphabet method was the first method used for teaching boys and girls how to read. In fact, this type of instruction was used from ancient times up until about sixty years ago almost universally. The procedure ran something like this: The child started learning the names of the letters of the alphabet. After these were mastered, two letter combinations were learned, then three, and eventually monosyllables and longer words. Many pupils left school before they were ever taught the relationship of this to reading. Huey says, on this subject: "The value of the practice in learning to spell doubtless had much to do with blinding centuries of teachers to its uselessness for the reading of words and sentences."<sup>12</sup> This method was a highly mechanical, uninteresting, and difficult approach to reading. Readers produced by this method

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12. Ed. B. Huey, The Psychology and Pedagogy of Reading, p. 266.



read slowly and with great effort. The fluent readers of that day were those who within themselves discovered other and better methods. This approach was emphasized in America until the last of the nineteenth century. At this time oral reading was stressed.

Although Comenius<sup>13</sup> in Europe advocated adoption of the word method nearly four hundred years ago, it attracted but few followers in America before 1870. Samuel Worcester<sup>14</sup> is supposed to have suggested the adoption of this method around 1828; however, its real popularity began around 1850 through the widespread use of the readers composed by Burn-Stead and Webb<sup>15</sup> which advocated this method. Today many reading programs still emphasize this approach. The idea that a word is not only a collection of letters but has a recognizable character of its own is psychologically correct.<sup>16</sup> It is contended that children can learn a whole word about as rapidly as they can a letter.

Although the whole-word method was widely accepted around 1870, it received a set-back when parents began to realize that their children knew nothing of the letters which constituted each word that they read without difficulty. To relieve this situation, phonic systems were developed. This

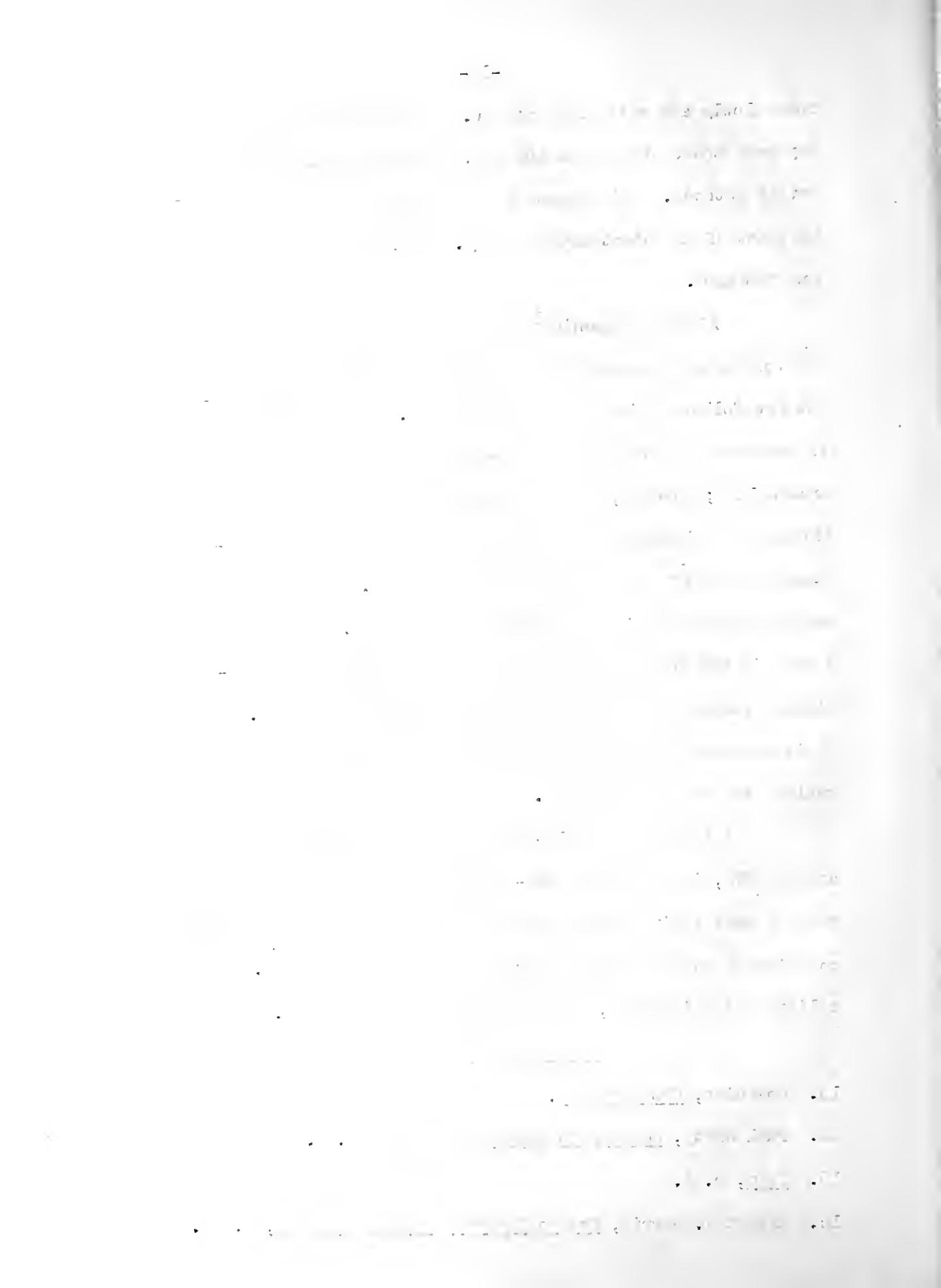
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13. Comenius, Orbis Pictus.

14. Paul Witty, Reading in Modern Education, p. 5.

15. Ibid, p. 5.

16. Albert J. Harris, How to Increase Reading Ability, p. 32.



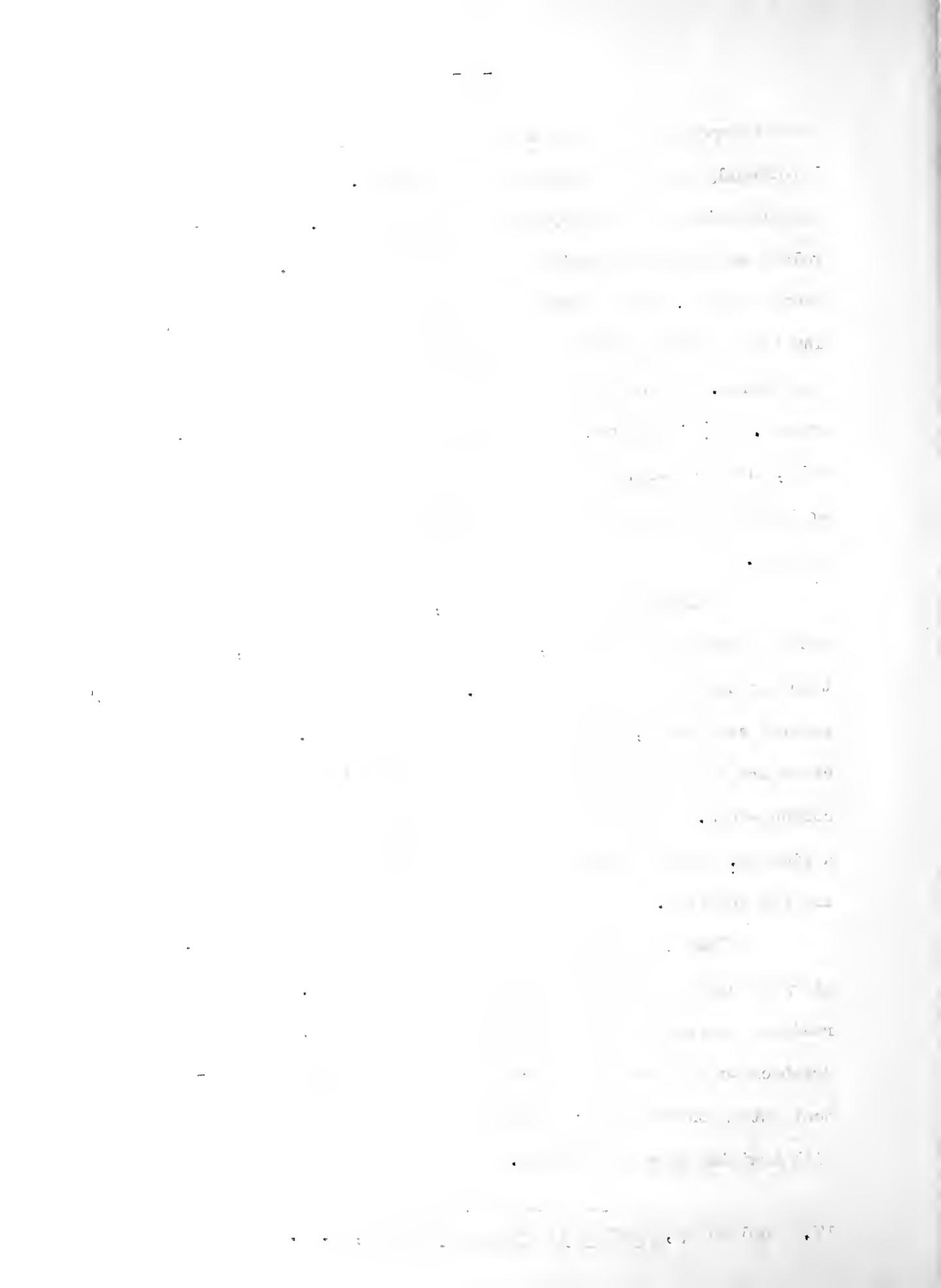
method proved to have serious limitations and was learned laboriously and with little spelling success. (This led to the invention of phonic systems of various kinds. These involved an effort to provide a symbol for each sound. It soon became apparent that so much effort was involved in deciphering the phonetic symbols that very little reading improvement took place. Two unfortunate conditions resulted from this system. (1) While concentrating on deciphering phonetic symbols, the word meaning was lost and (2) words were incorrectly spelled due to false impressions acquired in these phonetic systems.)<sup>17</sup>

In applying the word method, the teacher usually puts the words on the board, pronounces it for the class, and then has the class to pronounce it. After the introduction of several easy words, short sentences are introduced. Flash cards are used for familiarizing the pupils with various common words. Often the word is presented in connection with a picture. Word-picture games are then introduced for reviewing and drilling.

This method fosters the learning of a reading vocabulary of sight words in a comparatively short time. Meaningful reading material can be introduced in a short time. The one drawback to this method is that it does not teach an independent attack on new words; it must needs be used in conjunction with training in word analysis.

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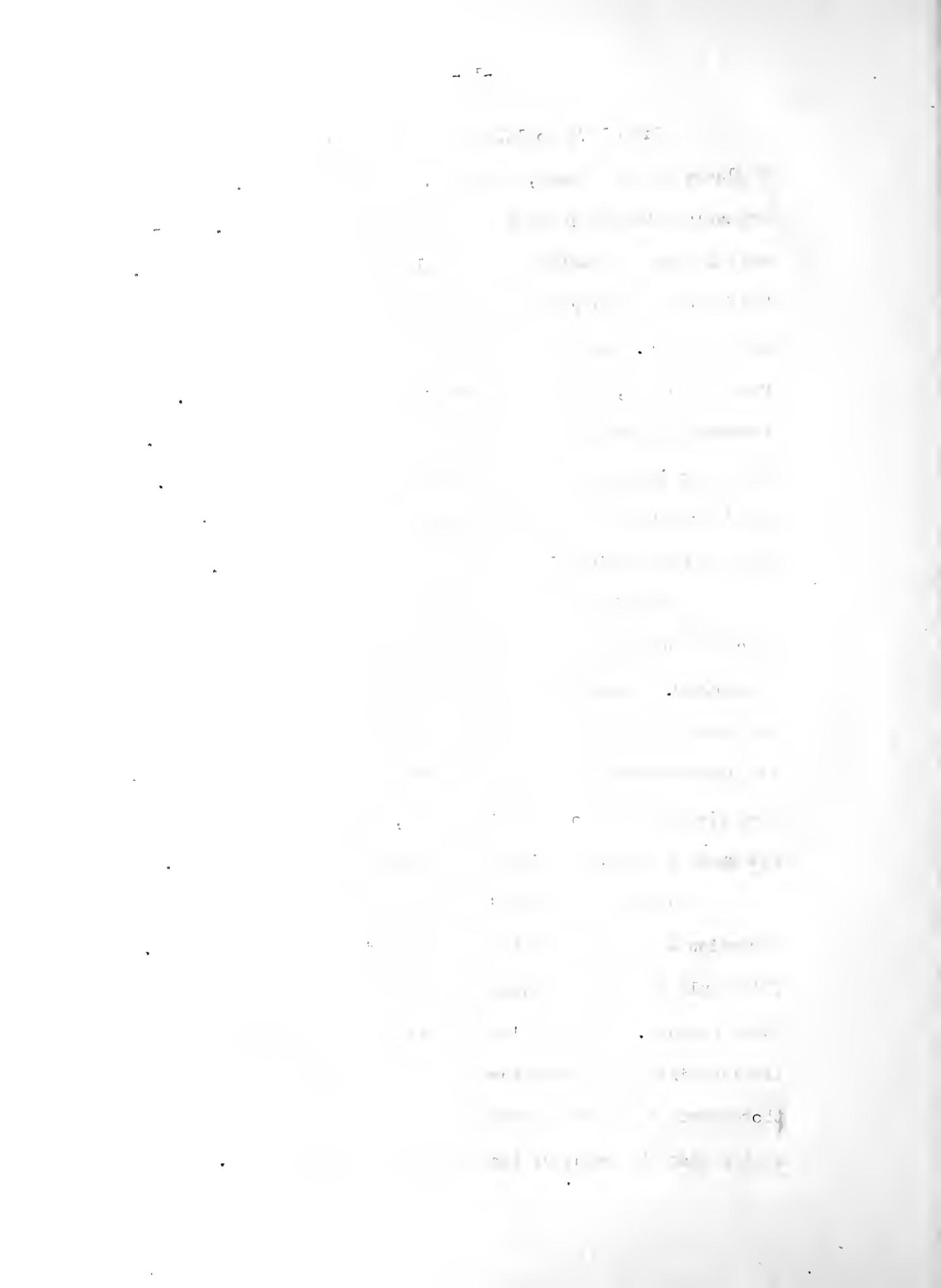
17. Paul Witty, Reading in Modern Education, p. 6.



From 1875 to 1920 the word method was gradually replaced by the phrase, sentence, and story method. These emphasize thought acquiring rather than word mastery. Phonetics were not neglected and oral reading was also stressed. This method is introduced by writing a short sentence or story on the board. The teacher reads it to the class; then they read it to her, first collectively and then individually. The teacher may point to each word when re-reading the sentence. Word discrimination is fostered by re-wording the sentence. Due to constant repetition employed for word discrimination thought and meaningful reading were greatly neglected.

From 1900 until recently the popular theories and practices of reading instruction have swung from one extreme to another. From undue emphasis placed on learning the form and sound of separate words (the alphabet and phonic approaches) to complete "guessing from context" with practically no attention given to the forms of the words, teachers of reading have attempted to teach reading to our public school population.

In the early 1900's the chief aim of reading instruction was thought to be the identification of word forms. This could be achieved either by the "phonic method" or the "word method". The child's interest was so concentrated on the learning of separate words or the phonetic elements of those words that word perception became the end in itself rather than the means of learning to read effectively.



The "word method"<sup>18</sup> may be described as being based on the recognition and pronunciation of word wholes with but little attempt in word analysis. "The Normal Course in Reading"<sup>19</sup> was an example of a word method series popular in the early twentieth century. It was therein suggested that: "No part of the purpose of this early work in reading is to train the child to get thought from the printed page."<sup>20</sup> Nouns were presented in conjunction with pictures in the initial stages.

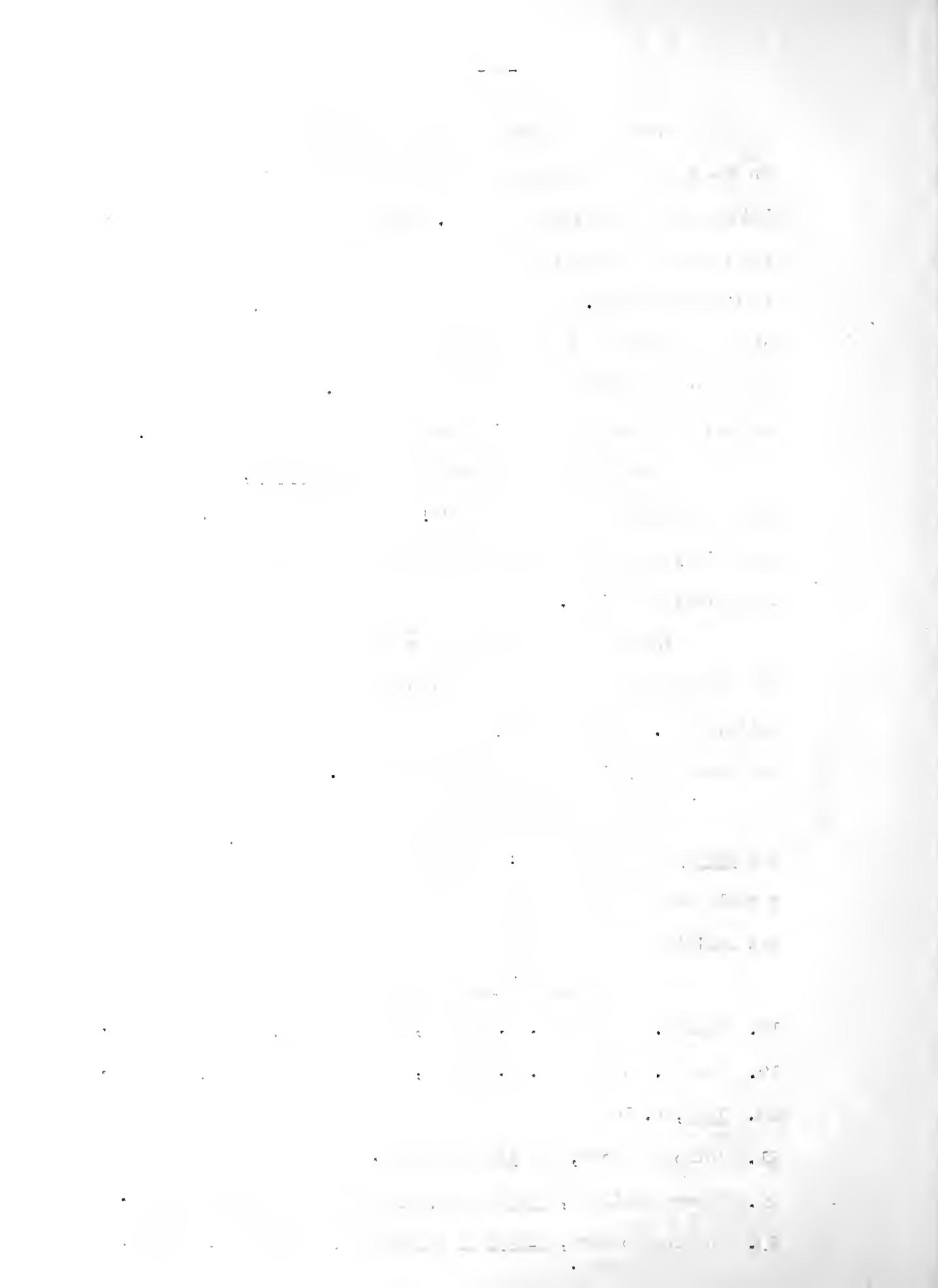
From 1907 to 1916 came the Aldine Primer,<sup>21</sup> teaching by the "word and sentence method"! This method emphasized vocabulary strength which was to be attained through rhymes completely memorized.

Paralleling and sharing popularity with the "word and sentence" method came the phonic<sup>22</sup> type of reader which outlived it. Originally, letters and syllables were taught and then synthesized into whole word units.

Rebecca Pollard<sup>23</sup> in the Preface to her manual for the Synthetic Method said: "Instead of teaching the word as a whole and afterward subjecting it to phonic analysis is it not infinitely better to take the sounds of the letters for

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18. Emma J. Todd and W. B. Powell, The Normal Course in Reading.
19. Emma J. Todd and W. B. Powell, The Normal Course in Reading.
20. Ibid, p. 16
21. Author unknown, The Aldine Primer.
22. Rebecca Pollard, Manual of Synthetic Reading and Spelling.
23. Rebecca Pollard, Manual of Synthetic Reading and Spelling, Preface.



our starting point, and with these sounds lay a foundation firm and broad, upon which we can build whole families of words for instant recognition?

"It has been proved in innumerable instances, during the past four years that first grade pupils are as delighted with the busywork afforded by the marking and sounding of the letters as are children of more tender years with their kindergarten occupations . . . Let not attempt be made to read until every word in the reading lesson has been marked and sounded, until every word meets with instant recognition . . . If the instructions of the Manual are carefully followed, the child's own voice will give him a perfect understanding of what he reads." Just such unintelligent and presumptuous assumptions as these served to fill our upper classes with reading disabilities of every conceivable kind and description.

The Teacher's Manual for the Gordon Readers assumed less of an extreme viewpoint by asserting that certain phonic facts must be mastered before the pupil can have power to solve word problems for himself; it is admitted that not every word lends itself readily to phonic analysis and would therefore have to be taught as sight words or wholes.<sup>24</sup>

Nearly all the phonic methods were based upon the idea of breaking the language down into the necessary phonetic drills and then applying drill until these were thoroughly learned. The results were disjointed sentences, lacking in

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24. Emma K. Gordon, A Manual for Teachers of Primary Reading.



continuity of thought and meaning. "Indeed, pages of such primers and first readers may be read almost as effectively by beginning with the last sentence and reading to the top of the page as by reading in the usual way from top to bottom."<sup>25</sup>

The phonic type of reader was used predominantly until about 1915, despite the fact that they were weak in the phases mentioned above; in fact, they continued to be widely used until after 1927. About this time the "story method" began gaining in popularity. This method which stressed drill on whole phrases and sentences, as well as words utilized phonics only as an aiding factor in word perception. The majority of the content of these was Mother Goose Tales.

The two series by Elson and Runkel<sup>26</sup> provided for greater continuity of thought, increased familiarity with the sounds and meanings of words, and illustrated the relationship of each word to the sentence as a whole. Still the extremely large number of words to be learned rapidly was not diminished; the phonetic systems were simplified, however.

Around 1920 a major revolt against the various phonetic systems achieved nearly the complete loss of faith in such approaches. It even came to be thought that any child actually interested in learning to read would do so automatically, without any type of specific word attack. Thus, the

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25. William S. Gray, On Their Own in Reading, p. 19

26. Ibid



pendulum completed its full swing from complete phonic analysis to absolute lack of any type of analysis. Many teachers refused to be led by such extreme radicalism, however, and managed to teach many of their pupils to read. Enough converts were made, however, to fill our schools with children who reached the secondary schools with almost total reading disability.

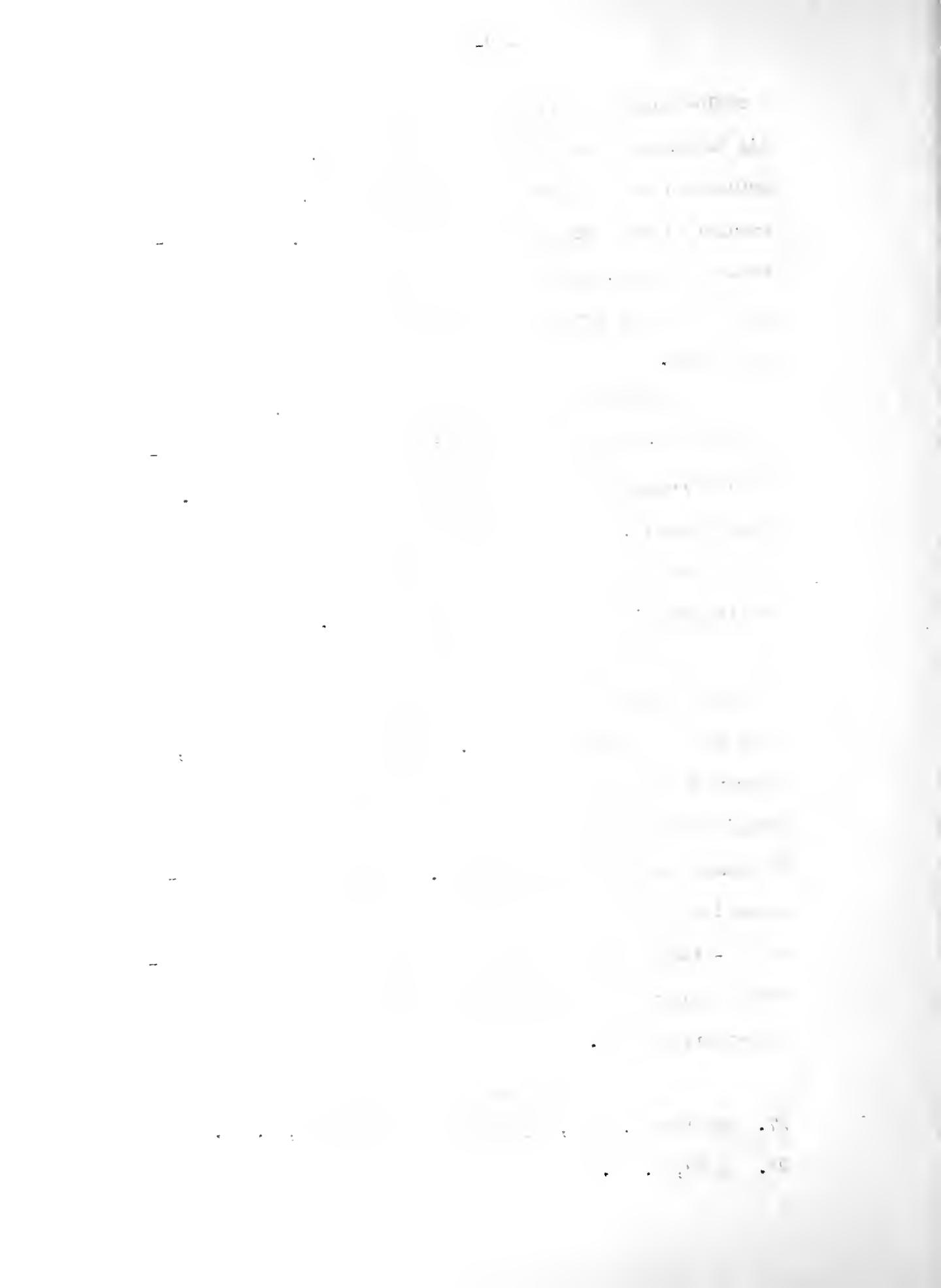
Despite the clamor of such extremists, our reading programs were improved greatly with the introduction of controlled vocabularies and sensible methods of word attack. "Paradoxically, in 1930 the interest content of reading series for the lower grades was greatly improved along with the introduction of controlled vocabularies."<sup>27</sup>

Ten years later strong pressure by parents and teachers returned stress to the importance of word perception as a phase of learning to read. Failure of the unplanned, haphazard programs to promote reading ability in the pupils brought forth a storm of protest that demanded a change back to planned basic reading programs. Extensive remedial programs in the upper grades became recognized for what they were -- failure of the schools to provide successful developmental reading instruction in the first three grades of the elementary schools.<sup>28</sup>

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27. William S. Gray, On Their Own in Reading, p. 27.

28. *Ibid*, p. 32.



This reaction against general and haphazard methods naturally resulted in a swing back to old fashioned methods of word-perception attack such as the alphabet or phonic approaches. True enough, phonics does have its place in word perception, but it should be based on fundamental understandings of how sounds and their letter symbols function in language; they should be learned as generalizations through the child's experiences with words, and, finally, the use of phonetic understandings and skills should be geared into the total process in the understanding of words and their meanings.<sup>29</sup>

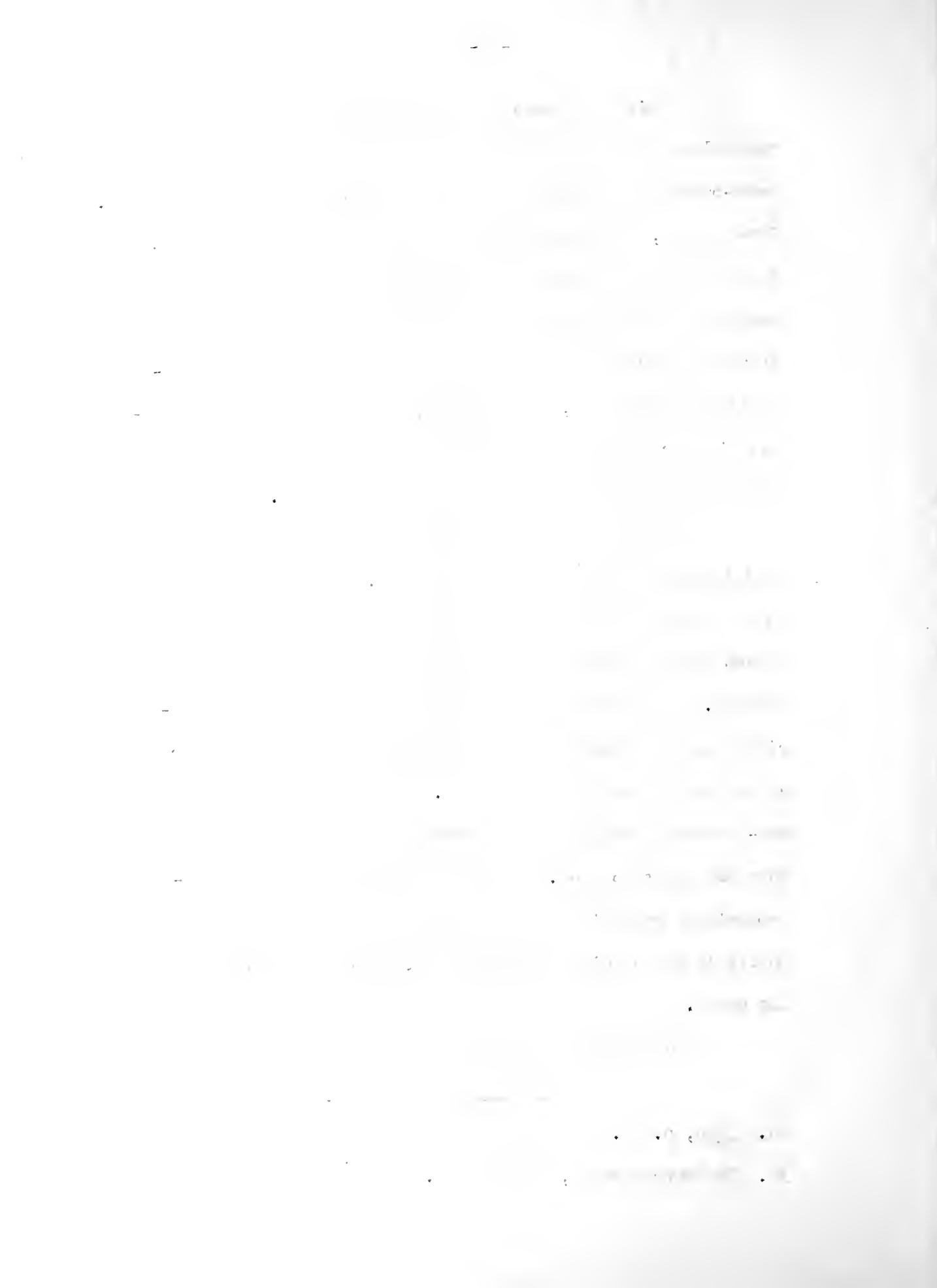
After World War I, rapid silent reading became the most important objective of instruction. The pendulum swung so far away from oral reading that a few rabid proponents of silent reading even suggested abandonment of training in oral reading. About this time objective tests and practice exercises began to appear and the diagnoses of reading began to assume a more scientific approach. Some authorities invented eye-training<sup>30</sup> machines and advocated their use in teaching boys and girls to read. Methods of instruction began over-emphasizing general reading abilities and failing to guide pupils in the specific abilities needed to satisfy their reading needs.

Today the major emphasis in reading instruction is

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29. Ibid, p. 32.

30. The Metronoscope, for example.



to treat reading as one aspect of the language arts program and to employ methods which materially aid in achieving this aim.<sup>31</sup> The most often emphasized objective is that of meaningful reading which includes not only the understanding and assimilation of word meanings but their content must also be evaluated and interpreted. For the first time in the history of reading development, the pupils' reaction to the facts or ideas presented to him is viewed as the most significant phase of his reading experiences. The ability of the pupil to select, interpret, and apply facts or ideas in accordance with his purposes for reading is the supreme aim of reading.<sup>32</sup>

Concluding Statement. Our modern concept of the reading process has evolved slowly from the Primer<sup>33</sup> of Colonial days to the attractive, scientifically constituted series of today. Despite the several severe setbacks which this development has suffered, a gradual improvement has been effected in our methods and materials. In spite of such improvements, there remains in too many instances quite a large gap between knowledge and practice. The question as to whether reading today is better or worse than formerly remains a debatable question.<sup>34</sup> Modern reading requires a much greater

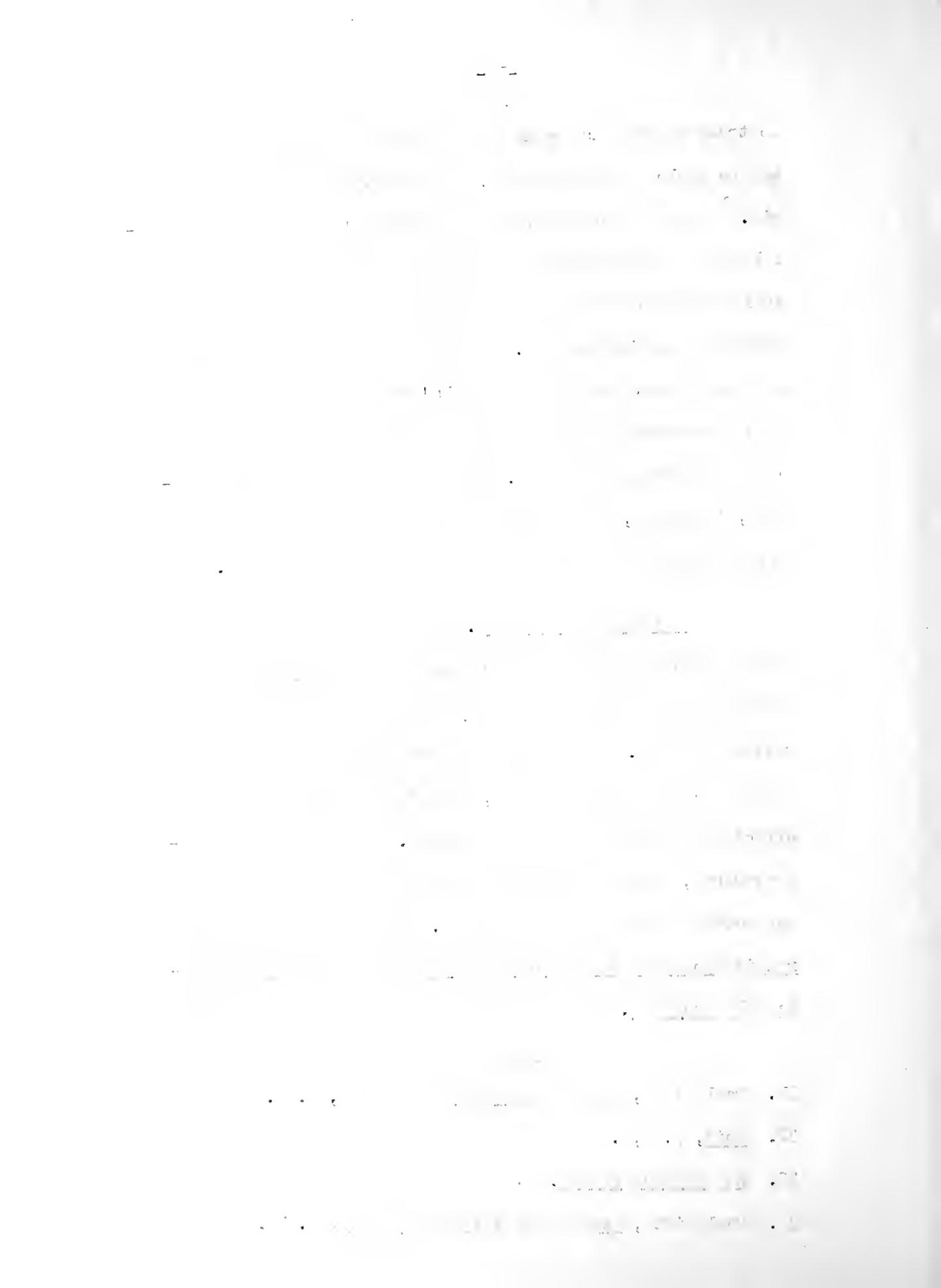
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31. Paul Witty, Reading in Modern Education, p. 9.

32. Ibid, p. 6,7.

33. New England Primer.

34. Paul Witty, Reading in Modern Education, p. 15.



varity of reading skills than formerly. The great increase in the number of pupils attending the secondary schools has caused the question to become more and more acute.

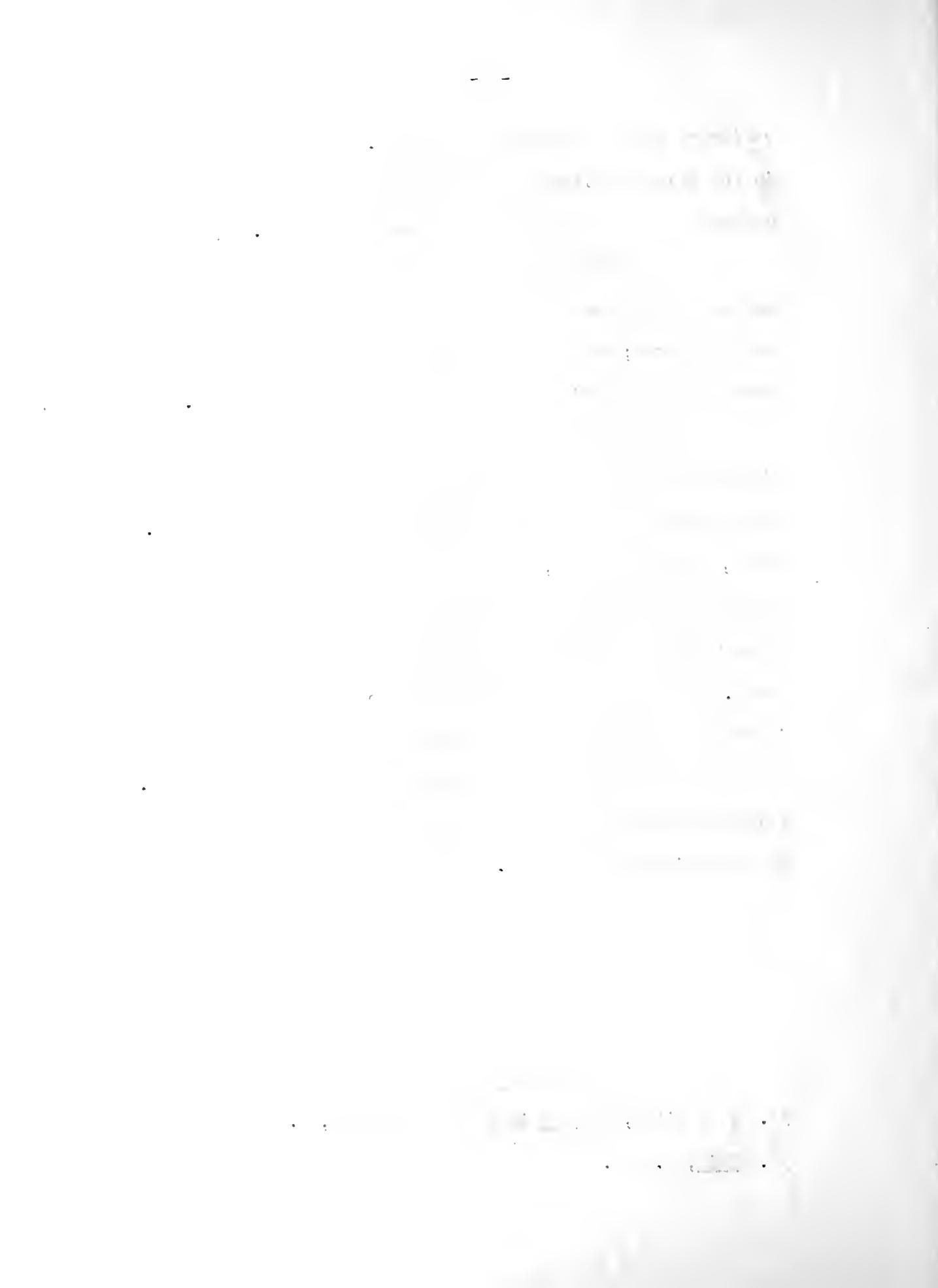
It becomes quite apparent that the appearance of adequate methods and materials has not paralleled the rise of changing needs; many of the materials are either lacking in purpose or too difficult for our secondary school pupils.<sup>35</sup>

Two of the outstanding reading problems of today are direct outgrowths of the wide range of individual differences within classes and the varied purposes for which pupils read. Today, as never before, a large percentage of our pupils in the secondary schools are so retarded in reading abilities as to be unable to progress successfully with their various subjects.<sup>36</sup> If we are to foster the development of good citizens, it will be necessary for us to prepare our pupils for comprehension and evaluation of all facts presented in printed form. This effort should be considered one of the prime objectives of our entire school system.

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35. Paul Witty, Reading in Modern Education, P. 15

36. Ibid, p. 15 .



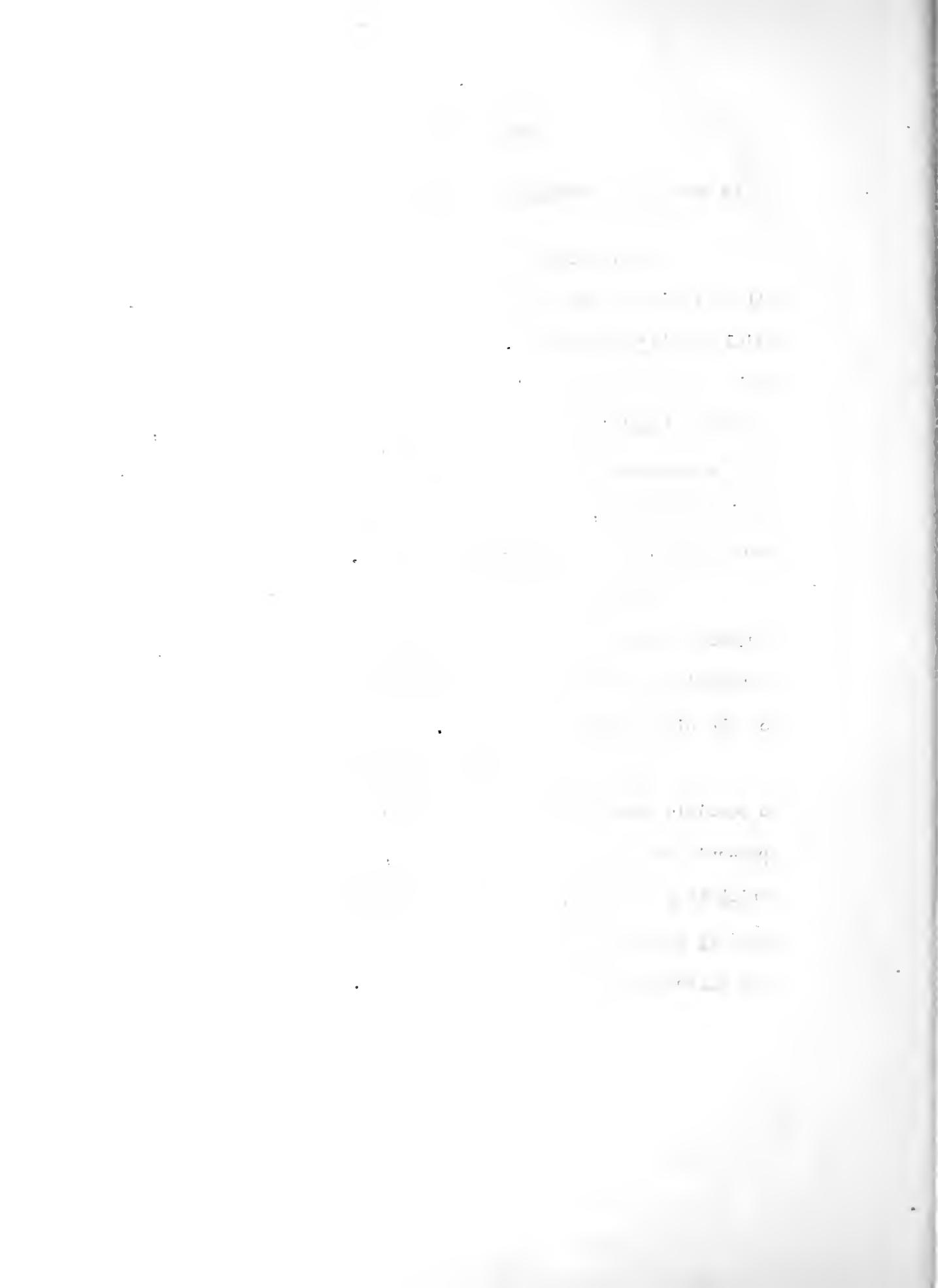
## CHAPTER III

### AN OUTLINE OF PROGRAMS OF VARIOUS AUTHORITIES ON READING

The material contained in this chapter will be a short review of the philosophies of various reading and remedial reading specialists. Whenever possible, each discussion will include the author's version of the possible causes of reading disabilities, how they can and should be diagnosed, the methods and materials which each suggests for use in remedial instruction, and the results which each is supposed to have achieved in his individual program.

The final phase of this section will include a summary concerned with all phases of remedial reading and conclusions and implications to be derived from the discussions of the nine reading specialists.

These particular nine specialists were chosen from a possible group numbering in the hundreds because of their pre-eminence in the field of reading, the significant positions which they maintain, and because they seemed to me best to satisfy the requirements as needed for background study for the Bartow Junior High School situation.



JOHN DEWEY'S VIEWS ON READING

This noted philosopher and educator states that reading does not now provide the sole key to our cultural heritage as it once did. The many and varied changes have wrought amazing modification in our way of life thereby making many avenues of learning and the things to be learned plus the materials to be found in books available for learning and experiencing. "Primary reading this becomes mechanical and formal, and out of relation -- when made dominant -- to the rest of life."<sup>1</sup>

In 1898 John Dewey wrote "Reading is covered up and sugar-coated with all manner of petty devices and tricks . . . We have retained (reading) as the centre and core of our course of study, and dressed it out with a variety of pretty pictures, objects, and games, and a smattering of science . . ."<sup>2</sup> At about this same time Dewey asserted that interest in children's growth was being subordinated to an inordinate fondness for subjects of study.

Shortly after the turn of the century Dewey asserted that the theorists were utterly disregarding the motive and capacity of the learner by forcing six year olds into the learning-to-read process whether they had attained the necessary reading readiness or not.

Some of his ideas concerning the teaching of reading in the primary grades are that the child should not be held responsible for knowing separately all the words appearing in a lesson, that actually the vocabulary is not limited to such a few words and that the pupil gains many words from context

1. Emmett A. Betts, Reading and the Educative Process. p

2. Ibid, pp 5 & 6.



DR. WILLIAM S. GRAY<sup>2</sup>

Dr. Gray in On Their Own in Reading gives but little attention to the causes of reading disabilities and devotes his energies to a discussion of the proper way to teach reading correctly in the first place rather than stressing remedial techniques. He states: "They (elaborate remedial reading programs) were finally recognized for what they usually were -- evidence of failure to provide adequate developmental reading programs in the elementary grades."<sup>3</sup> He further states that most of our reading failures of the first thirty years of the twentieth century were due to "fantastic extremes" of guessing from context or exclusive application to phonics.<sup>4</sup>

He maintains that reading is a four-step process;<sup>5</sup> these consist of word perception, comprehension, reaction, and integration. Involved in word perception are two closely related phases; first, is the ability to identify the printed symbol and secondly the ability to call up or identify the meaning that the author had in mind when he wrote the word.

Each of these four steps is dependent upon the preceding one and satisfactory reading cannot take place without mastery of all four.

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2. Dr. William S. Gray of the University of Chicago, Reading Director of the Curriculum Foundation Series.
3. Dr. William S. Gray, On Their Own In Reading, p. 28.
4. Ibid, p. 27
5. Ibid, p. 35-36



Paul Witty cites the following as possible causes of reading disabilities:<sup>7</sup>

1. Emotional factors
2. Home conditions
3. Family relations
4. Poor teaching
5. Inappropriate or untimely instruction
6. Inadequate teaching materials
7. Differences in children's rates of growth
8. Moving too often
9. Failure to succeed.

He refutes, as did Kirk, the possibility of minor physical deficiencies resulting in major reading difficulties. In a survey of retarded readers he found the following conditions to be prevalent:

1. Lack of interest in reading . . . 82%
2. Indifference to reading . . . . . 44%
3. Dislike for reading . . . . . 43%
4. Emotional maladjustment . . . . . 42%
5. Problems of conflict in the home. 40%

The question immediately comes to mind: Are these causes or results of retardation? At what time do they cease to be causal and become resultant factors?<sup>8</sup>

The program of remedial instruction should be based on a thorough knowledge of the needs of each individual pupil

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6. Paul Witty, Professor of Education and Director of the Psycho-Educational Clinic, Northwestern University.
7. Paul Witty, Reading in Modern Education, p. 180
8. Ibid, p. 191



and should be planned to satisfy them. From the very beginning success for each child should be assured. The program should include thorough diagnosis, systematic guidance, provision for diversified reading materials, and careful evaluation of growth as improvement occurs.

The experiment as conducted by Drs. Witty and Kopel consisted of four classes of thirty-one pupils each, who were the poorest readers entering the ninth grade in one of the Chicago high schools. The pupils' I.Q.'s were above 80, the median being 88. On standardized reading tests all pupils made scores below the norms for the seventh grade; the median was 5.2 grade level.

The first time the class met the problem of reading was discussed; the fact that retardation was a condition of all was recognized, and the possibility of improvement was assured. Attractive reading materials were presented and inspected. The reading interests, both group and individual, were discussed and noted.

Then the teachers were ready to begin the meaningful remedial program. Materials dealing with subject interests of the pupils and at the same time of a simple structure were brought into the classroom. In the class library were assembled many materials of an interesting and functional nature. Some of the periodicals available were Young America, My Weekly Reader, Boy's Life, Newsweek, and the Reader's Digest.

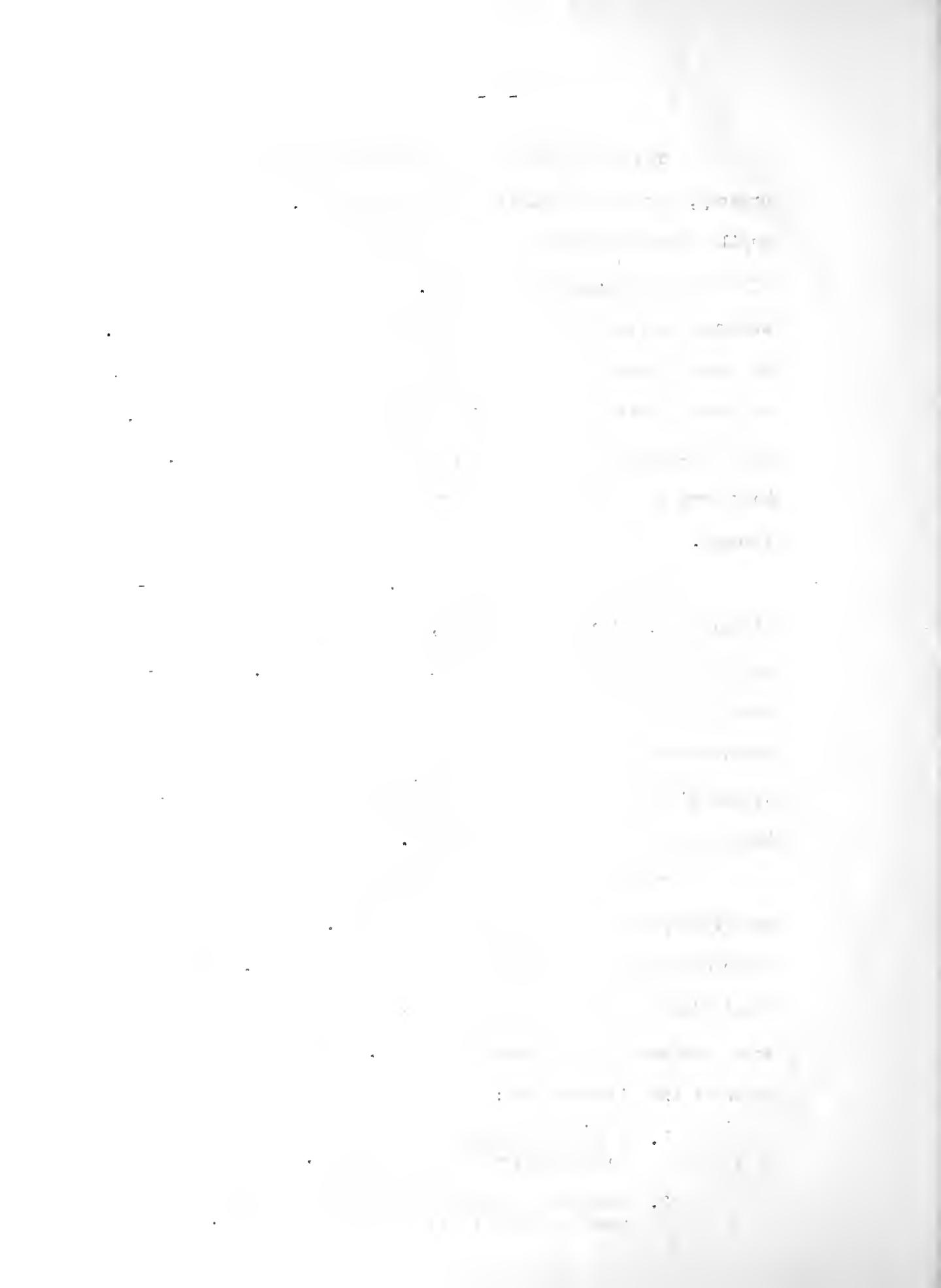


The entire reading program was characterized by an orderly, systematic introduction of materials. First the pupils expressed their likes and dislikes and examined books of the types pleasurable for them. For the next few days assignments from a new text book were distributed and completed. For several weeks these daily assignments dealing with subjects of special interest to individual members were worked through. Much work was done on looking up information in reference books and the library, and various word studies in the dictionary.

At the end of each week Dr. Witty met with the participating teachers and outlined, tentatively, a day by day schedule for each class during the following week. This enabled the teachers to concentrate their efforts on providing in an orderly sequence the reading experiences of the pupils to the effect that the changing needs, interests, and abilities could be desirably coped with.

The results of the program were most enlightening and gratifying both to teachers and pupils. Great gains were shown on standard tests of silent and oral reading. For the first time in their lives the pupils were enjoying reading -- some even became enthusiastic about it. Some of the areas in which they improved are:

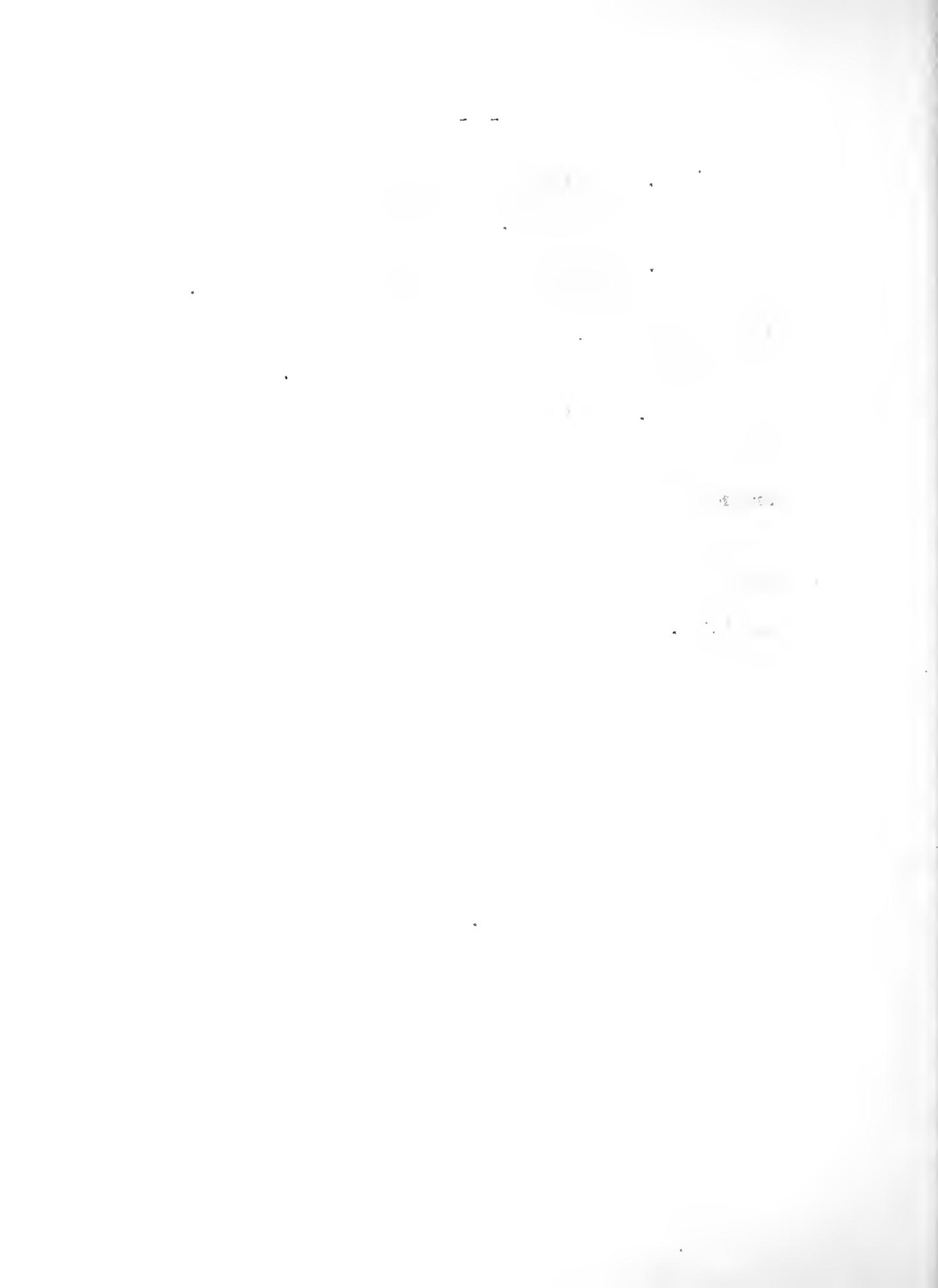
1. Ability to organize reading content in comprehensive thought patterns.
2. Capacity to grasp the relationship of new reading acquisitions to past experience.



3. Ability to assimilate rather long episodes which call for sustained attention and discrimination.
4. Speed in reading showed a gain from a group median of 160 words to 270 words a minute.

This program was continued for two more semesters during which time these gains were increased and reinforced.

Dr. Witty's conclusions are to the effect that most of our pupils have no crippling physical defects, that they are definitely capable of learning to read competently and will do so when provided with attractive, functional materials, effectively presented to fit their needs, interests, and abilities.



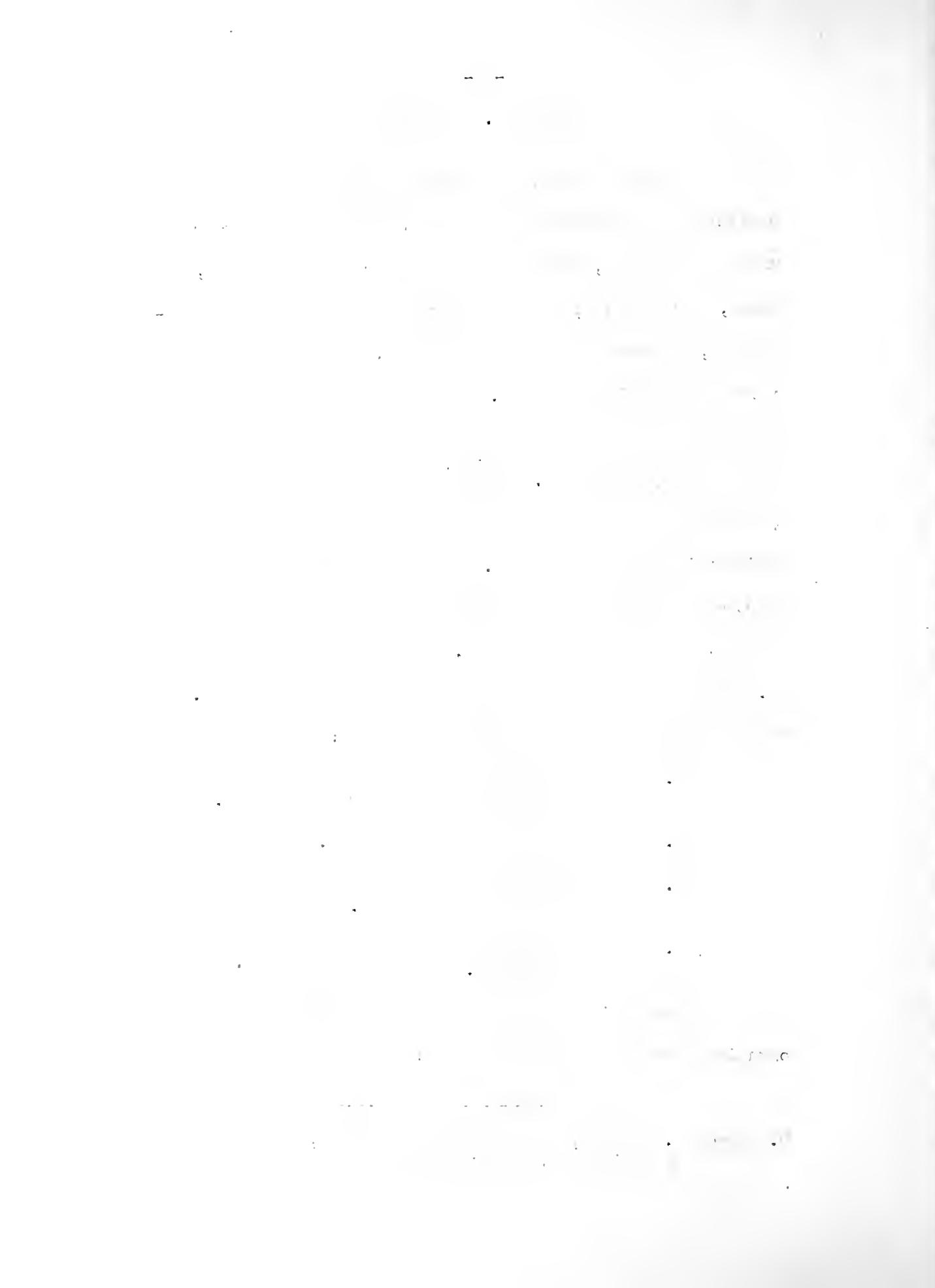
Some conditions recognized by Grace Fernald as possible causative factors in reading disabilities are poor vision or hearing, illness, other physical disabilities, poor homes, poor schools, or other unfavorable environmental conditions, extreme emotional instability, mental deficiency, or other mental maladjustments. She states that most reading difficulties can be overcome by individual work and correction of the faulty condition. Many can be successfully dealt with by accepted techniques using sound materials and giving the individual special attention. After these are satisfactorily disposed of there are those who fail to learn under optimum conditions of the average child. Most of the work done by Dr. Fernald deals with cases of total reading disability. The four essential parts of her program are:

1. The discovery of some means by which the child can learn to write words correctly.
2. The motivating of such writing.
3. The reading by the child of the printed copy of what he has written.
4. Extensive reading of materials other than own compositions.

Fernald's utilization of the kinaesthetic factor is organized into the following stages:

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9. Grace M. Fernald, Professor of Psychology, University of California, Los Angeles, California

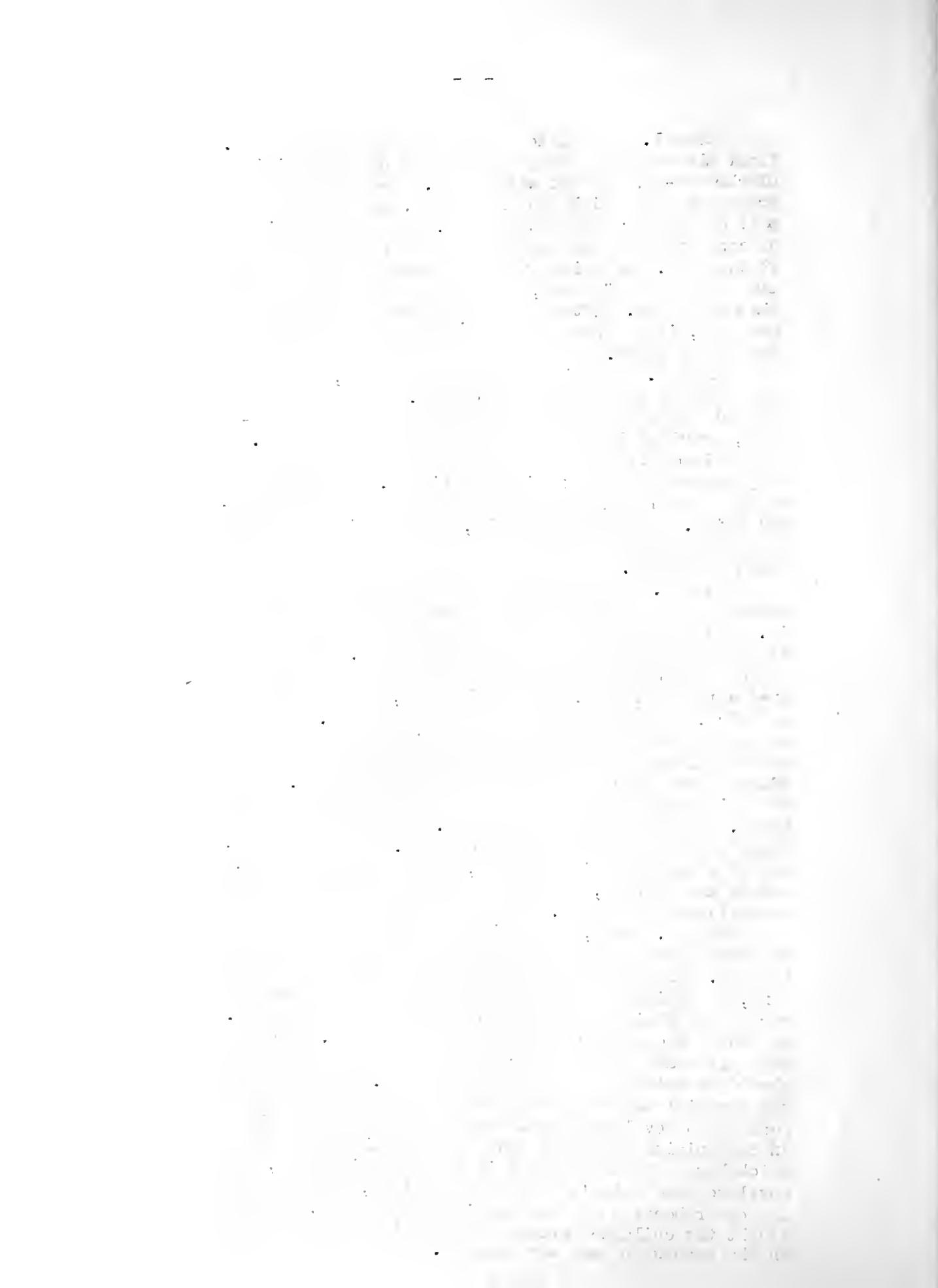


Stage 1. The child learns by tracing the words. First the teacher writes the word on paper in plain blackboard-size script with chalk. The child then traces the word with finger contact, and says each part of the word as he traces it. He repeats this process until he can write the word without looking at the copy. He writes the word once on scrap paper and then in the "story", which is constructed from his experience. After a story has been completed and read, it is typed for the child so that he may read it in print.

Stage 2. This is the same as Stage 1, except that tracing is no longer necessary. The child is now able to learn any word by saying it over to himself, provided it is written for him as in Stage 1. He continues to write freely and to read the typed copy of what he has previously written. The length of the tracing period varies greatly with the individual child. If left to himself, he soon discovers that he is able to learn without the tracing which was at first necessary.

Stage 3. The child is able to learn from the printed page by saying it to himself before he writes it. The child learns directly from the printed word without requiring the teacher to write it. Many children eventually acquire the ability to glance over words of four and five syllables, say them once or twice, and then write them without a copy. This occurs at a stage when the child still reads poorly and sometimes fails to recognize even simple words after he has been told many times what they are. At the third stage the child begins to want to read from books. This should be encouraged. He should be given books and told words he does not know. When the reading of a selection is finished, the new words are reviewed and written, and later checked to insure their retention by the child.

Stage 4. Here, the child is able to recognize new words from their similarity to words already learned. After the child has learned from the printed word, he begins to generalize and to recognize new words from their similarity to words he already knows. He should become eager for reading materials. When the child has gained sufficient reading knowledge he should be returned to the regular class. By this time the remedial teacher should have (1) supplied enough reading to develop concepts which will aid the child in recognizing new words from their similarity to ones which have been experienced in other combinations, (2) developed the child's reading vocabulary, adequate for the comprehension of the materials to be read, and (3) taught the child to perceive the meaning of word groups in the reading of any new content.

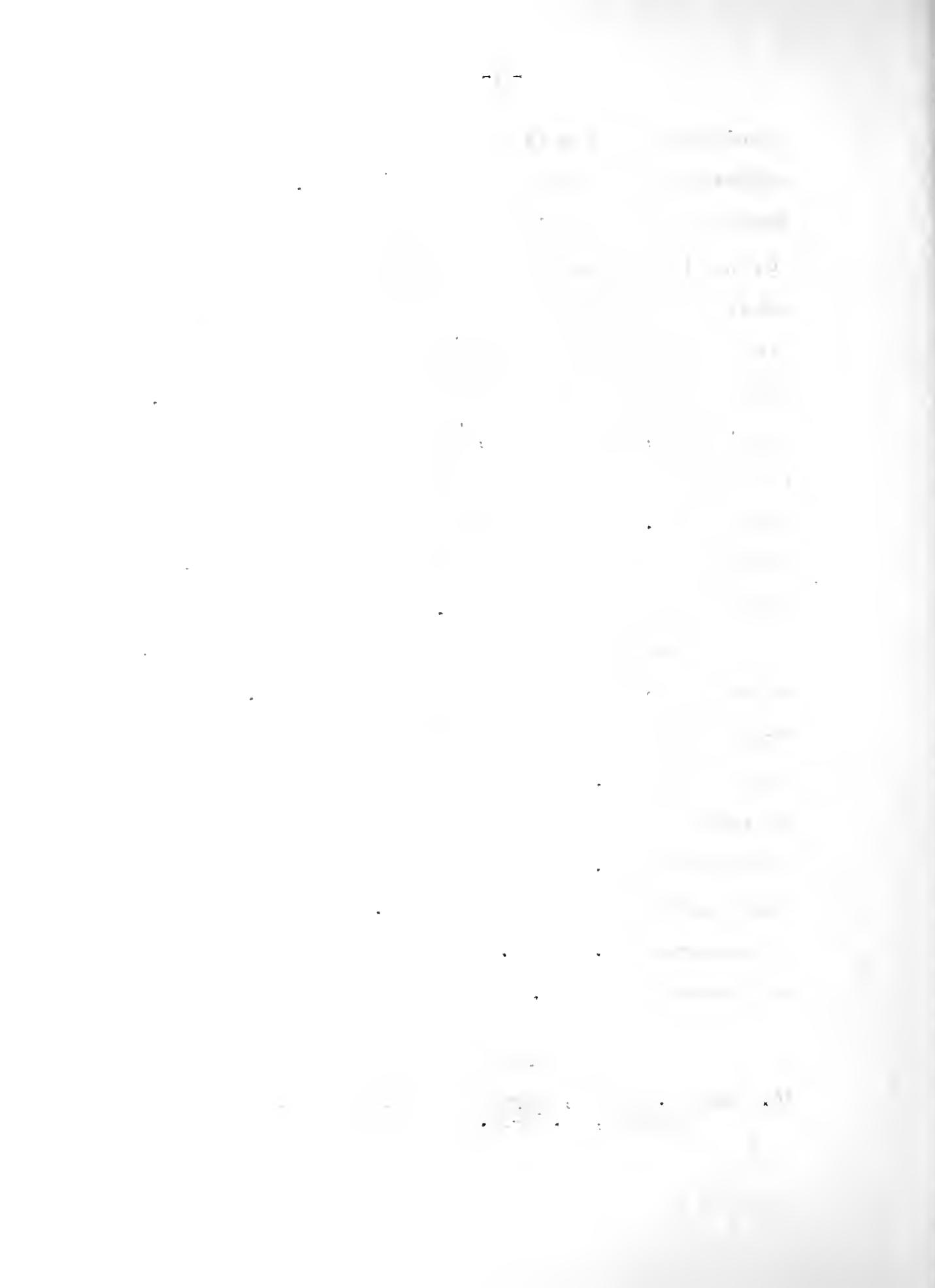


Fernald states that it is difficult to complete the last stage satisfactorily unless it is skillfully handled. She found that many teachers complete the first stages of training a reading disability case with enthusiasm and little difficulty, but expect some miracle to complete the final processes and give the child flexible, immediate recognition of various word groups in all the combinations in which words occur in books. Many failures, states Fernald, occur because the child is not given the wealth of experience necessary for intelligent and rapid reading. She cautions against the practice of stopping remedial instruction before the child has reached a satisfactory degree of reading ability.

Fernald<sup>10</sup> has used the kinaesthetic method with non-readers and poor readers including college students. In her recent publication she reports phenomenal progress for a number of children. For one group of twenty-six non-readers she reports almost four years of progress in less than seven months of training. For another group of fourteen children with a partial disability she reports 2.4 grades' progress in an average of 6.2 months. All the children were of average or superior intelligence.

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10. Grace M. Fernald, Remedial Techniques in Basic School Subjects, pp. 19-32.



ALBERT J. HARRIS<sup>11</sup>

Albert J. Harris lists as the causes of failure to read, lack of reading readiness (which involves mental development), background of experience, mastery of speech, social maturity, muscular coordination, and ability to perceive similarities and differences. Special handicaps such as defects of hearing, vision, mixed "cerebral dominance" are mentioned only as possible factors. Emotional handicaps, arising from hostile attitudes caused by well-meaning but over-anxious parents, ridicule at his mistakes, too sheltered and babied at home, interfere with the process of learning to read. Prolonged absences, moving too often, and poor instruction are emphasized.<sup>12</sup>

Harris says there is much truth in the saying that "remedial teaching is nothing but good, effective teaching; that the only difference between remedial teaching and ordinary teaching is that remedial teaching is done more thoroughly, more systematically and more efficiently."<sup>13</sup>

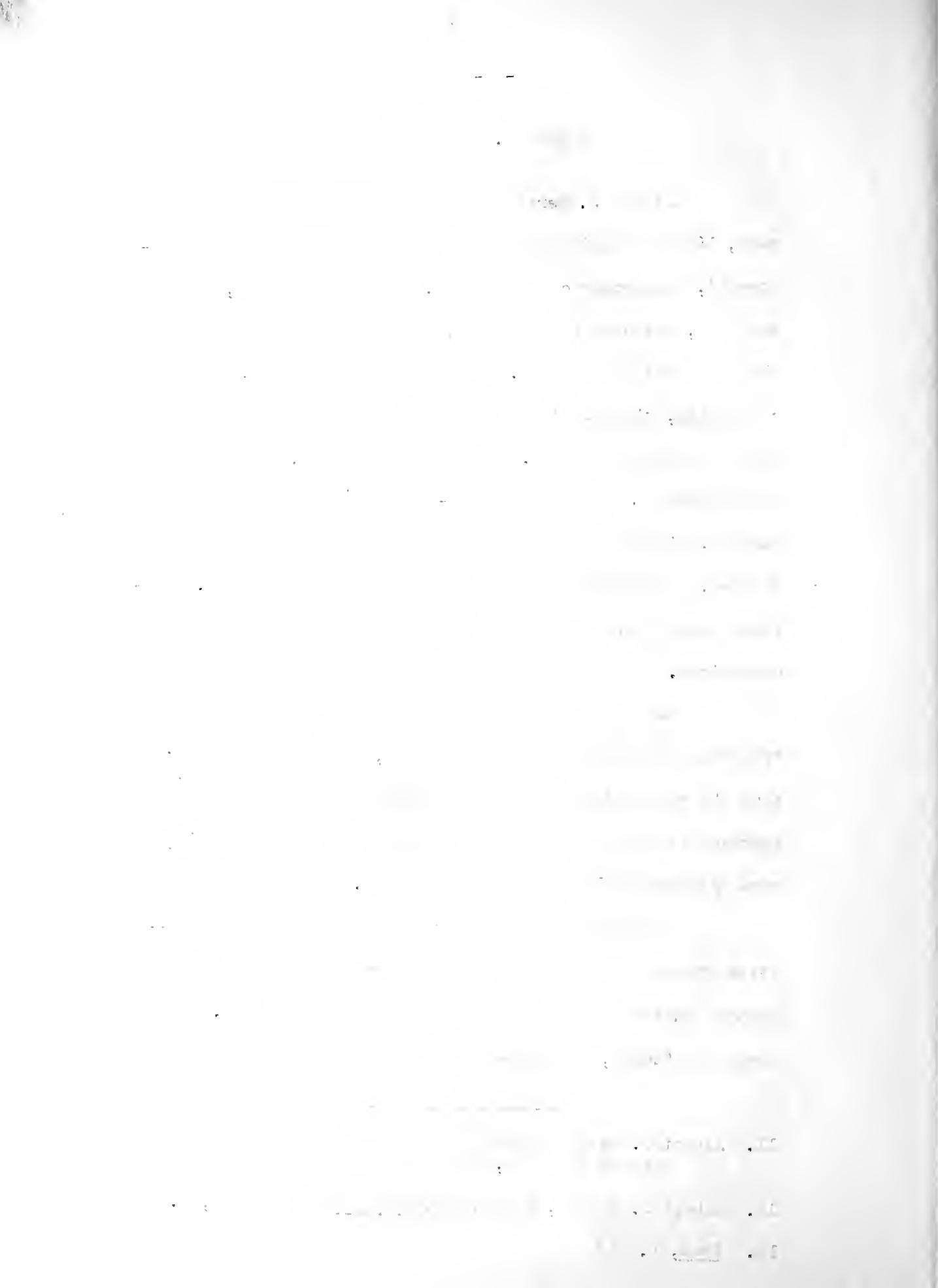
Remedial instruction must be based on diagnosis -- first find out what the deficiencies are and then concentrate efforts on improving those phases which are deficient. The slogan of "teach, test, re-teach" which so aptly expresses

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11. Albert J. Harris, School of Education, College of the City of New York, New York

12. Albert J. Harris, How to Increase Reading Ability, p.

13. Ibid, p. 168



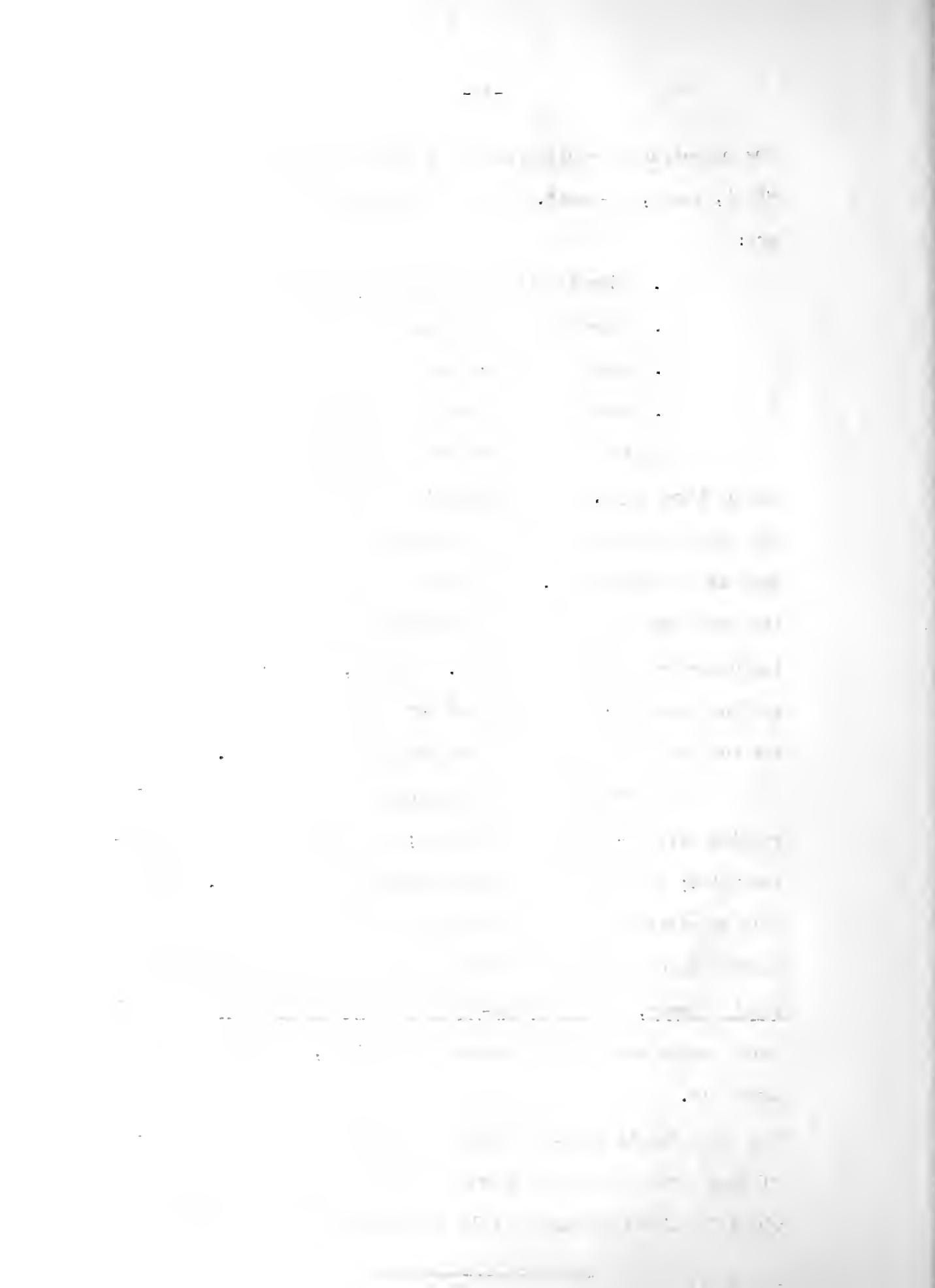
the phases of a regular reading program is changed to read "test, teach, re-test".<sup>14</sup> Some of the phases to be considered are:

1. Starting from what the pupil knows
2. Selecting appropriate material
3. Arousing motivation
4. Sustaining interest and effort

Pupils may be classified for remedial reading in one of three ways. The children in each grade can be divided into classes on the basis of a combination of intelligence and scholastic achievement. Reading can be scheduled for the same time each day and each child can report to the class containing others of similar abilities. Thirdly, special remedial reading classes can be organized for pupils whose attainments are too low to be functional in the grade where he is.

The reading materials should be chosen on a desirable reading level -- where the child is; it should be high in interest value; the mechanical features should be very good. Some good selections are the twenty-three different series of basal readers which have been published in the last few years, My Weekly Reader, the Thorndike-Century Junior Dictionary, several good reading work books, standard word lists, and various drill materials.

Harris maintains that any method which insures careful and systematic study of words and word elements and provides for thorough mastery will produce desirable results in



a reading program. He says: "The remedial reading teacher must be resourceful. If after a fail attempt to utilize one method, the pupil has not made adequate progress, the teacher must be willing to try something else. Adaptability to the pupil's needs is far more important than devotion to a particular plan of procedure . . . Specific abilities and handicaps of pupils must be kept in mind. One plan of so doing is to use a method in which his handicap will not interfere. The other plan is to attempt to build up his deficient ability . . . It seems likely that any remedial program that provides adequate motivation, insures careful observation of words and word parts, and enforces consistent left-to-right habits in reading will succeed. The specific details of the method are less important than the fact that the major objectives are attained in one way or another."<sup>15</sup>

The program of reading instruction should be characterized by a slow rate of introduction of new materials and a great degree of repetition. A wealth of illustrative material and concrete experience should be used. Emphasis should be placed on practical application of what the dull child learns and the selection of curriculum materials should be made with a view to their being of practical use in the everyday life of these pupils.

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15. Ibid, pp. 245-46



ARTHUR I. GATES<sup>16</sup>

In the restraining of reading defectives this specialist recommends a combination of several methods. He criticizes Fernald's and Monroe's methods which they use in extreme cases and substitutes a visual one. The Gates' approach to extreme cases of reading difficulty is essentially a visual one. He utilizes a picture-word association technique which proved successful with a group of deaf mutes along with carefully prepared materials of various types which are conducive to the success of artistic, dramatic, and other enterprises. These require the pupil to recognize the words on the basis of general configuration and some differentiating characteristics. Graded repetitions of words in various contexts foster speed in word-recognition.

In cases of extreme reading defects Gates states: "The writer and his students have employed with disabilities a method which gives particular prominence to experience in visualizing - or recalling in the mind's eye - the appearance of a word as a whole and part by part. This plan was developed from investigations of spelling in which it appeared that practice in visualizing words helped not only to fix their appearance in mind but also served to produce a better technique of observing words. Just as attempts to recall or recite a piece of prose or verse or a series of nonsense syllables tends to

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16. Arthur I. Gates, Professor of Education, Teacher's College, Columbia University

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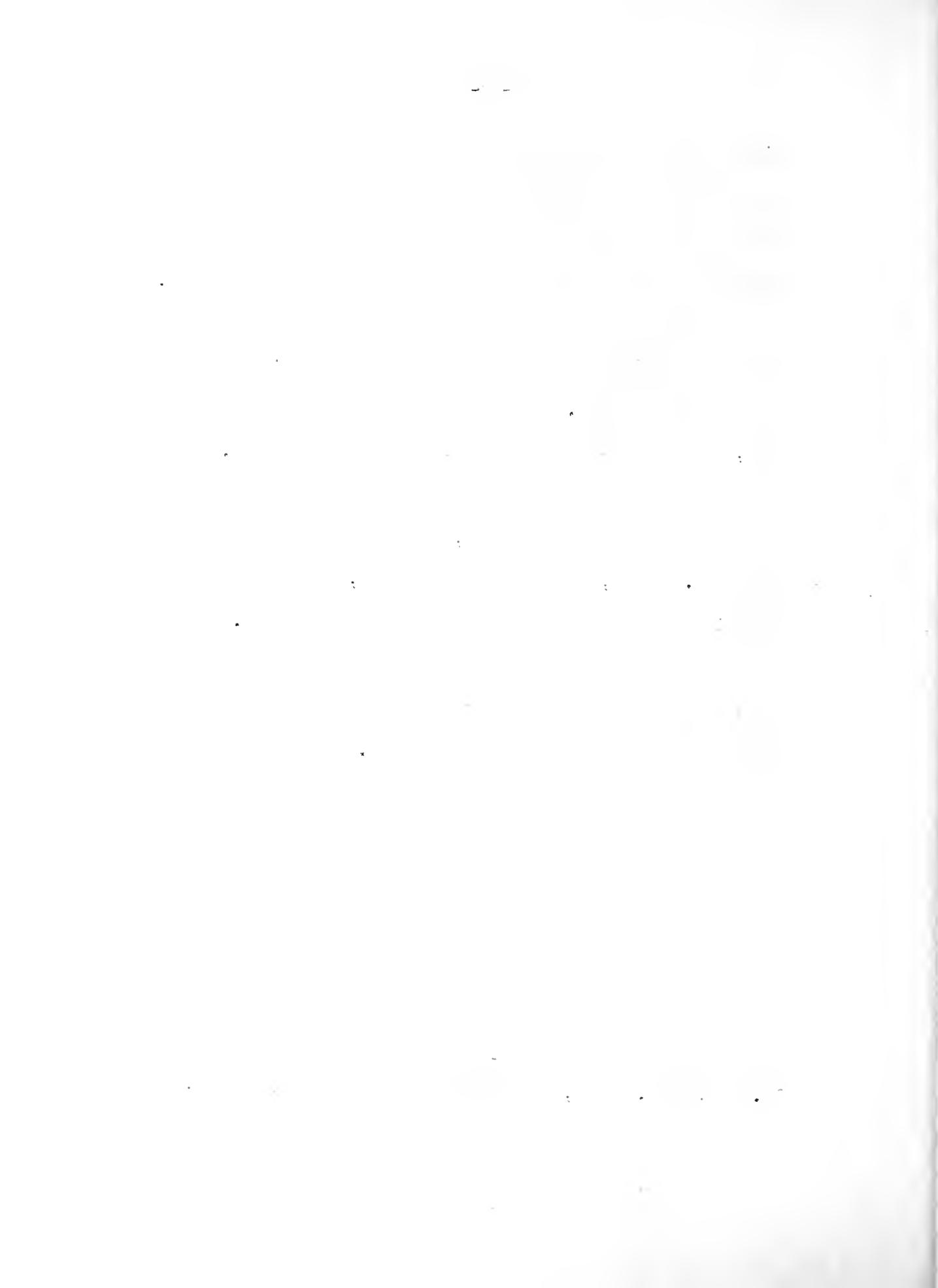
gives birth to better techniques of learning by rote than do mere reading and re-reading without active recall, so efforts to recall the look of the word may tend to produce a more effective way of seeing words one wishes to recognize later.

"The method differed from the preceding one by asking the pupil to close his eyes and "see in his mind's eye" the word he had observed. He was encouraged to see it part by part, in the left-to-right order, and then as a whole. If the word could be divided into syllables, he was asked to say the syllables softly to himself, while visualizing them simultaneously. Later, as he learned to write, he was asked to visualize the syllables as he wrote and sounded them."<sup>17</sup>

As concerns the remedial reading instruction for the ordinary or partially defective reader, Gates recommends a combination of all the various methods.

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17. Arthur I. Gates, The Improvement of Reading, pp 441-452



In his Teaching Reading to Slow-Learning Children, Dr. Kirk gives us a practical discussion of the special problems involved in teaching this type of children along with methods of diagnosis, and instruction.

In a reading disability case the first factor to be examined and diagnosed is that of mental ability.<sup>19</sup> This is recognized as the best single indicator of reading potentialities of the child. All cases suspected of low intelligence should be given an individual I.Q. test such as the Stanford-Binet which includes only a few sections dependent upon reading ability.

After obtaining an evaluation of the ability of each pupil an estimate of the extent to which he can progress in reading should be computed. Below is a table suggested by Kirk:

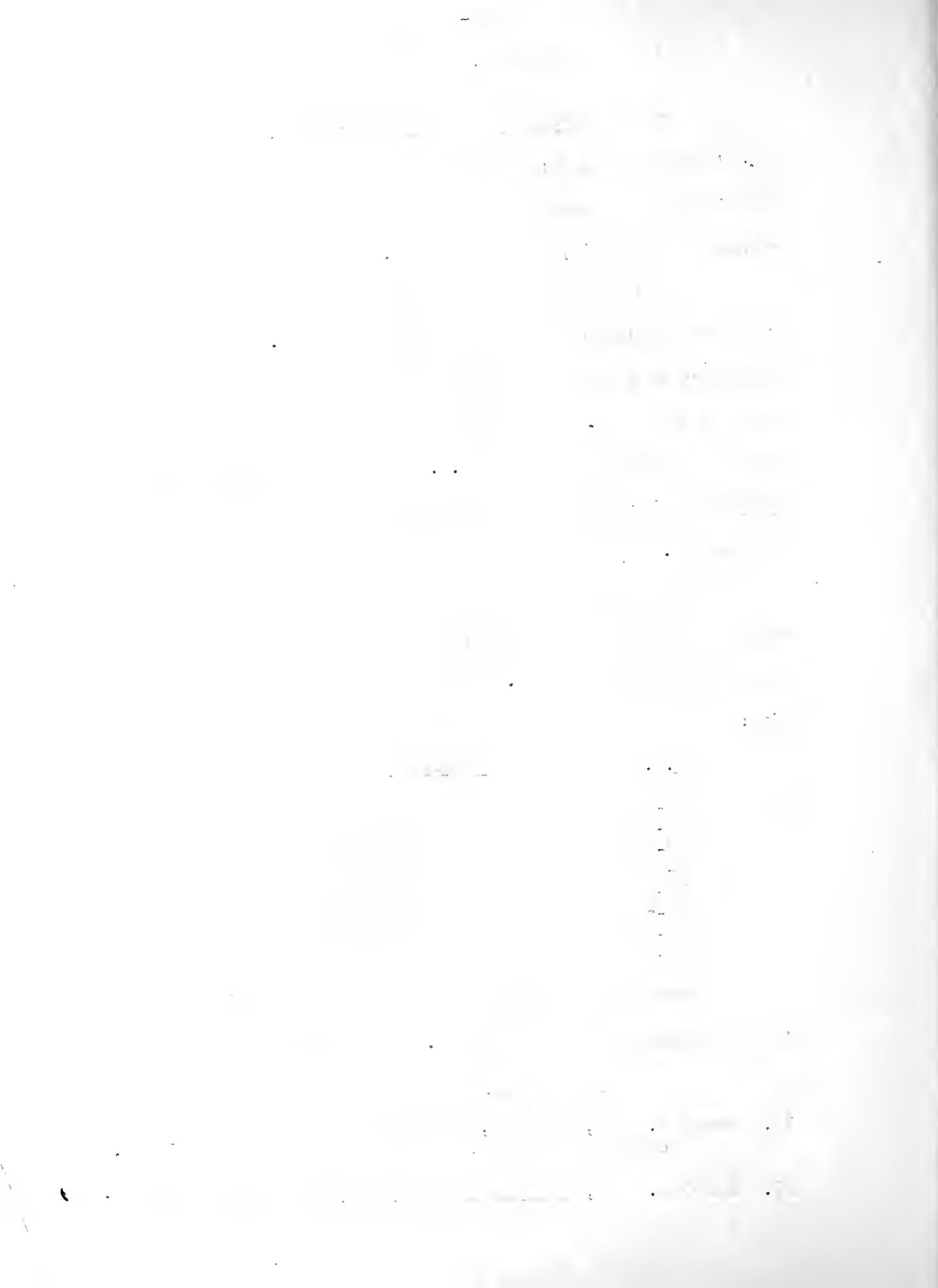
<u>M.A.</u>	<u>Reading Grade to Expect</u>
6-6	1st grade
7-6	2nd grade
8-6	3rd grade
9-6	4th grade
10-6	5th grade
11-6	6th grade
12-6	7th grade
13-6	8th grade

The third step involves the diagnosis of abilities in other school subjects and areas. If a pupil learns

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18. Samuel A. Kirk, Director, Division of Education for Exceptional Children, Milwaukee State Teachers College.

19. Samuel A. Kirk, Teaching Reading to Slow-Learning Children p. 149



adequately in other subjects such as arithmetic computation which require but very little reading, this may be another indication that his disabilities are specific to reading.

Also, the teacher should evaluate the emotional maturity and the presence of motor, mechanical, and social abilities.

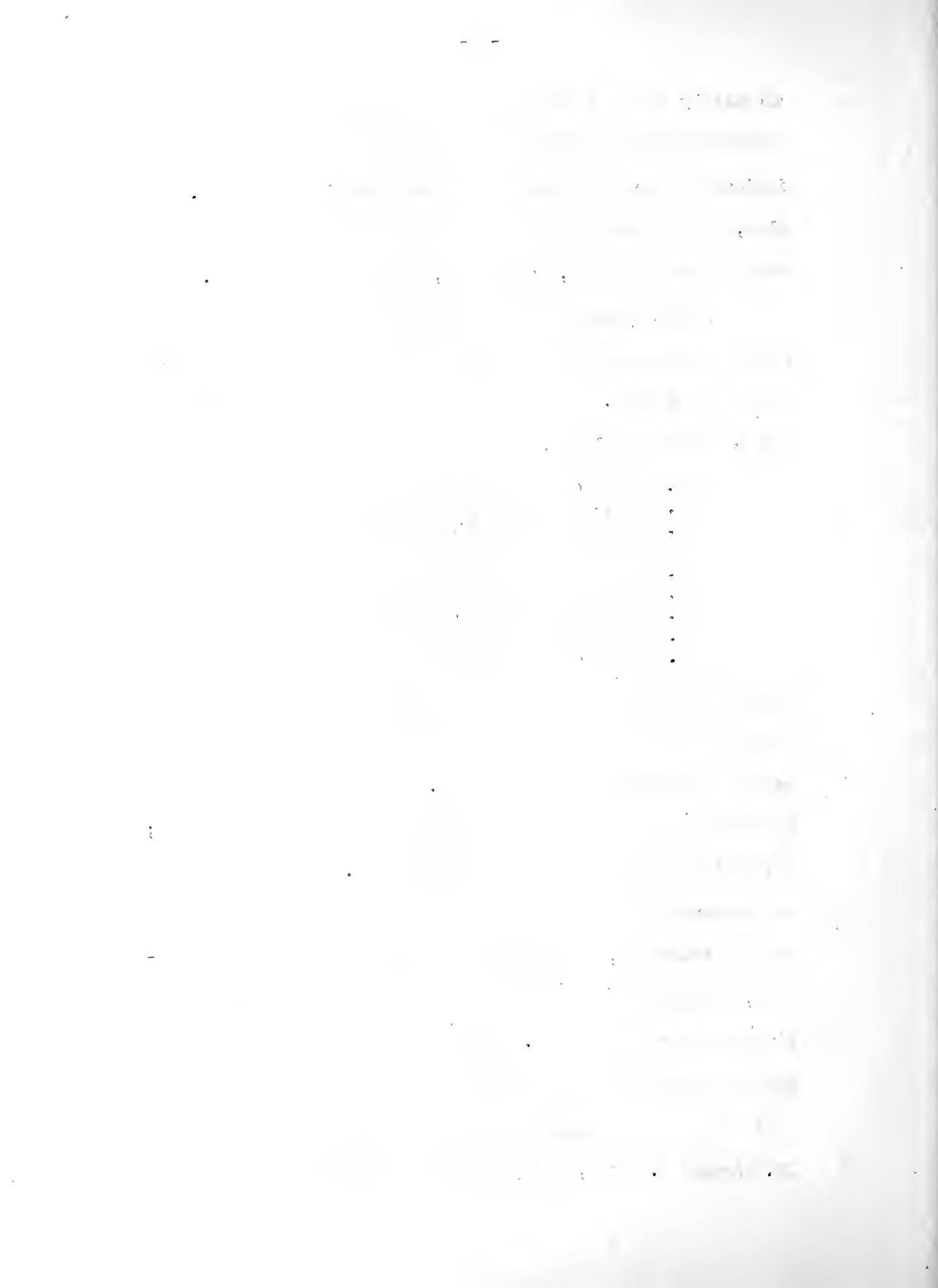
Next should come a diagnosis of what conditions fostered the retardation and what specific reading abnormalities are present. Potential causes of reading disabilities may be listed as follows:<sup>20</sup>

1. Organic difficulties
2. Left-handedness and left-eyedness
3. Psychological deficiencies such as visual and auditory discrimination
4. Mental immaturity or low mental age
5. Lack of reading readiness
6. Unfortunate forms of motivation
7. Failure to acquire essential techniques
8. Ineffectual types of teaching

The fact that various physical defects are to any great extent responsible for any appreciable number of our reading disability cases has largely been discredited. Many of our average and best readers are physically handicapped in one way or another; yet their progress is seemingly unimpaired. The effect of environmental factors such as lack of motivation, lack of reading readiness, poor teaching, unfortunate forms of motivation, and unhealthy emotional upsets and patterns cannot be given too much importance. These are the real causes of reading disabilities as evidenced by the fact that successful

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20. Arthur I. Gates, The Improvement of Reading, page 1 ff



reading becomes an actuality when an adequate remedial reading program is provided.

After ascertaining the causes of the disabilities of each pupil the next logical step would be to discover the symptoms or manifestations of poor reading which are exhibited by each child. Some of the deviations to be observed are:<sup>21</sup>

1. Inability to attack new words
2. Inability to blend sounds
3. Inability to use context clues
4. Slow word reading
5. Lack of comprehension in reading
6. Reversal errors in reading
7. Omitting words and sounds
8. Lip reading in silent reading, and the like

Once the remedial teacher has a complete picture of each child which includes all the foregoing aspects, she may then outline her method of attack in a logical manner with the assurance that she should obtain worthwhile results.

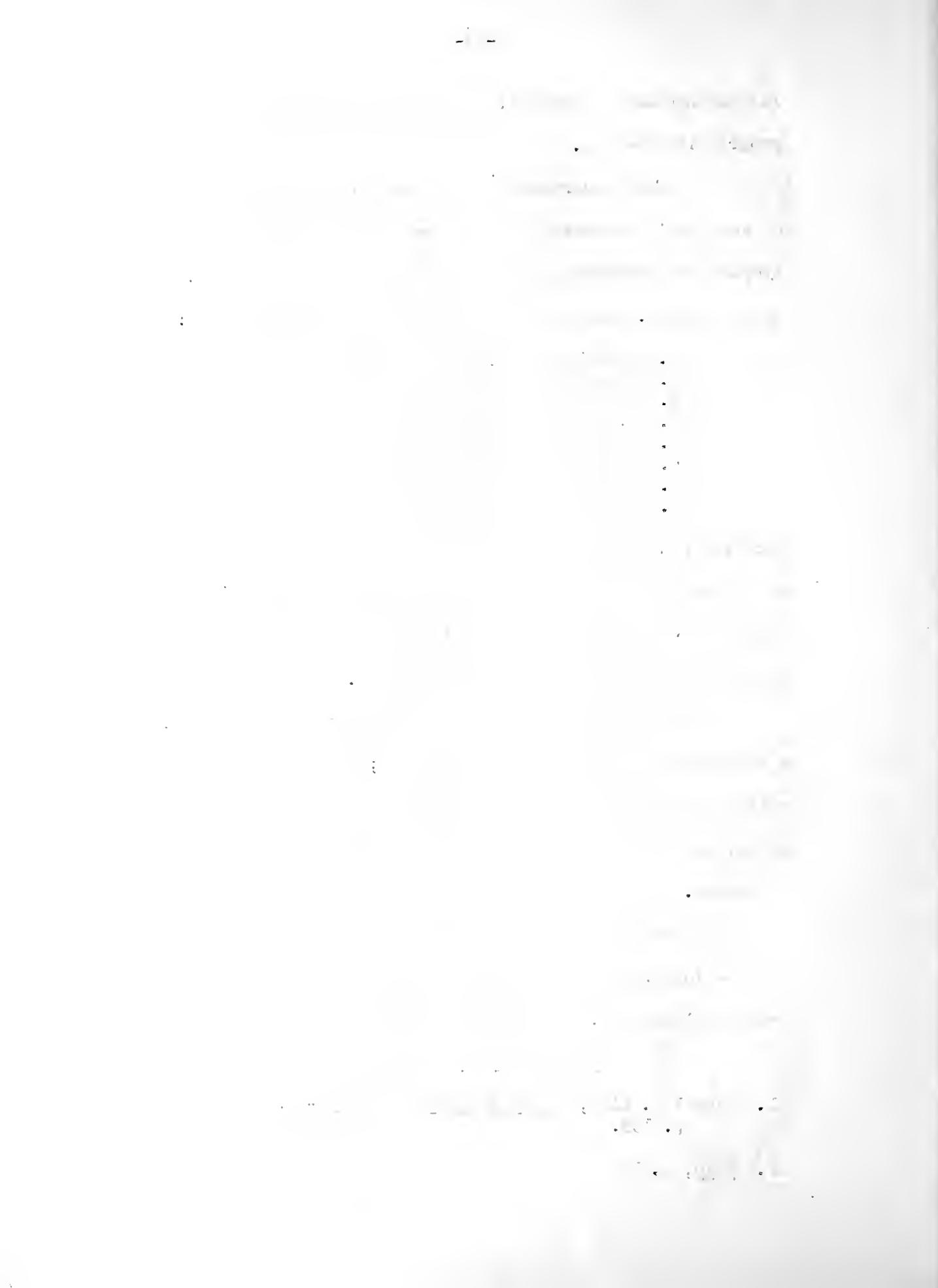
Kirk appears to favor the organization of as nearly a homogeneous special class as possible;<sup>22</sup> he maintains that with such a class there is only one wide-spread level of achievement and the teacher can more nearly meet the needs of the group.

Some of the areas to be stressed in the program of instruction are language development, training the memory for sentences and idea, developing visual memory and visual

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21. Samuel A. Kirk, Teaching Reading to Slow-Learning Children, p. 153.

22. Ibid, p. 18



discrimination, auditory memory and discrimination, correct enunciation and pronunciation, and eagerness to read.<sup>23</sup>

The specific method to be used is, in the beginning, a phonic approach which differs from the conventional phonic systems in that it is more complete and emphasizes certain principles of learning and retention. The drills are arranged in distinct and sequential learning techniques. The child engages and masters one phonic drill before progressing to the next.

The author admits that this method is not suited to teaching all children or to children who learn to read normally. "It is applicable to clinical reading cases who have failed to learn to read after a number of years in school."<sup>24</sup> Hegge and Kirk,<sup>25</sup> collaborating in the teaching of a group of mentally retarded pupils, show an average progress of 2.6 years, the range extending from .9 years to 4.7 years. These children in a special remedial class progressed at more than twice the rate of other similar children in regular classes.

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23. Ibid, pp. 48-60

24. Ibid, p. 165

25. Ibid, p. 169



EDWARD W. DOLCH<sup>26</sup>

In his statement -- Poor readers chiefly have been "made" by the environment that has surrounded them in past years, both at home and at school -- Dr. Dolch places the blame for the development of poor readers squarely on the shoulders of the home and the school. Some of the items which motivate poor reading habits are a too early start, sickness and moving, promotion into failure, too hard reading material and poor methods in teaching reading.<sup>27</sup> He proceeds to say that good schools everywhere are working on these five causes and getting results while poor schools are unaware of existing conditions and are still blaming the child for a failure that isn't his at all but actually is their own.<sup>28</sup>

Dolch maintains that the first important step in remedial reading instruction is to attain mastery of the 220 words which make up a basic sight vocabulary of fifty percent or more of the reading material used in school. Several experiments have shown that this 220 word basic sight vocabulary can be mastered readily and easily.

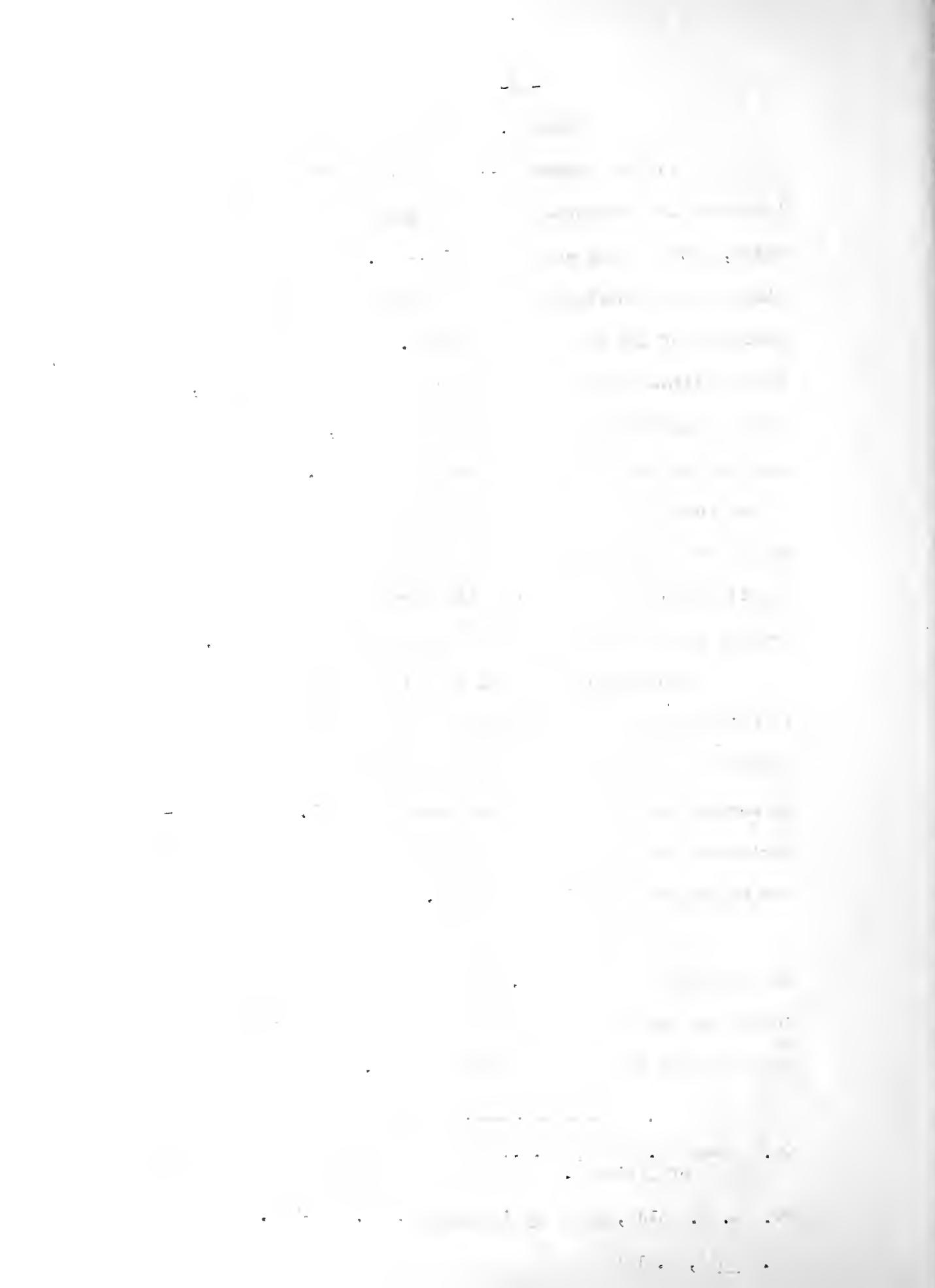
For use in remedial reading classes he recommends the mass type of materials. These utilize principles used in individual teaching but are organized for class participation which greatly helps the remedial teacher.

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26. Edward W. Dolch, Ph.D., College of Education, University of Illinois.

27. E. W. Dolch, Problems in Reading, pp. 150-160.

28. Ibid, p. 161



The first step involves the securing of interesting reading by every child at his present reading level. The second step in mass remedial reading is securing instant recognition of all of the "basic sight vocabulary". The third step is some kind of sounding attack to help in identifying strange words. Last comes the developing of thought reactions.<sup>29</sup>

Some of the bad habits learned in primary reading are indifference to school books, reading is hard work, "guess-and-go-on" and the habit of "jumping eyes".

The ways in which this reading authority suggests helping poor readers or even good readers in our secondary schools are:

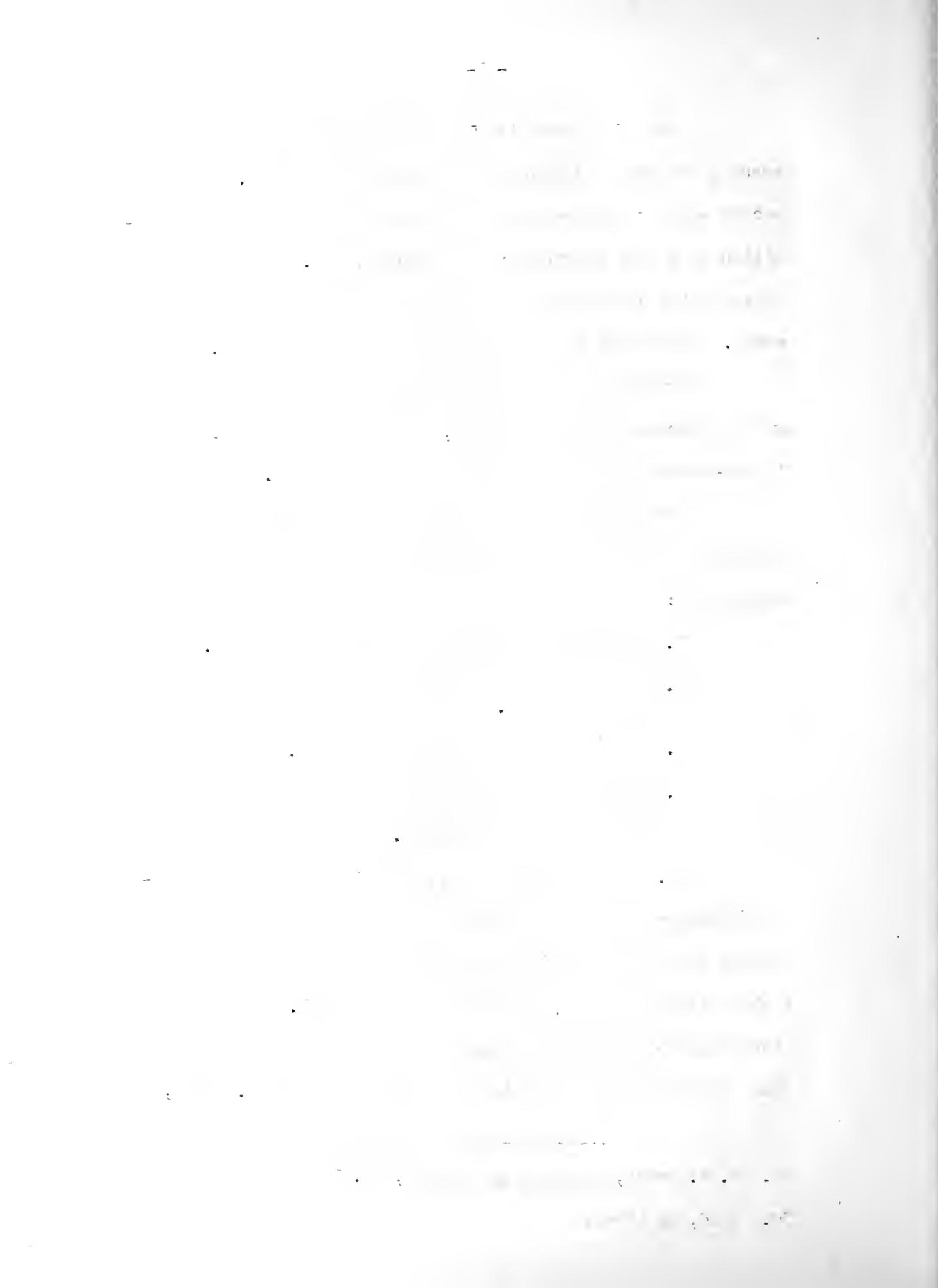
1. To increase children's meaning vocabulary.
2. To help them to be more skillful in sounding our new words.
3. To teach them better study habits.
4. To provide them with books on their own reading level which are at the same time on their interest level.<sup>30</sup>

Dr. Dolch says that every school should have a reading counsellor or at least some teacher who is interested in reading and who is willing to devote her time and energy to working with the reading problems of the school. The first step toward becoming thus qualified would be to become familiar with the works of other authorities such as Emmett A. Betts,

&

29. E. W. Dolch, Problems in Reading, pp. 172-178

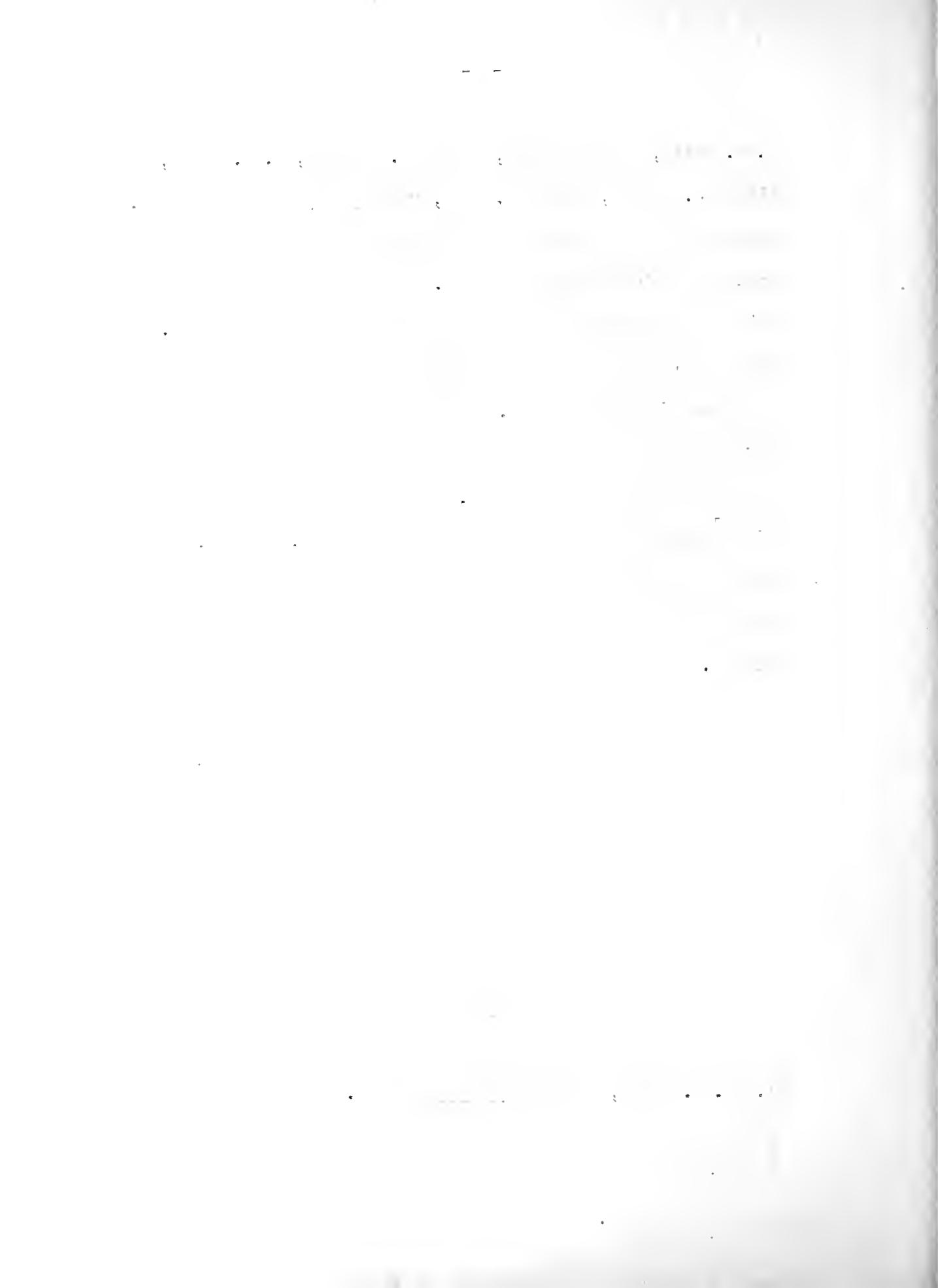
30. Ibid, pp 190-199



G. M. Blair, Bond and Bond, Donald D. Durrell, A. I. Gates, Albert J. Harris, Samuel A. Kirk, Paul Witty, and David Kopel. Next the teacher should become familiar with various helpful magazine articles on the subject. She should then begin using and evaluating the efficacy of various reading tests. The task of diagnosing the specific aspects of the child's handicap follows logically. After the manifestations of difficulty are discovered, the teacher should find out what the causes are or probably are. These causes as noted by Dolch<sup>31</sup> are home defects, and low intelligence. Lastly, this teacher will want to attend a reading clinic where she can actually see an expert working with actual reading difficulties.

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31. E. W. Dolch, Problems in Reading, pp. 200-204



MARION MONROE<sup>32</sup>

The approach emphasized by Marion Monroe is the phonic one. In the diagnosis the reading errors of the child are studied to determine whether they occur for the most part in faulty vowels and consonants, reversals, addition and omission of sounds, substitution of words, repetitions, addition and omission of words, or refusals and words aided.

Upon completion of the diagnosis and the charting of the types of errors committed, the remedial training is begun. This particular method is sometimes described as a phonic-tracing method.<sup>33</sup> Monroe states:

"We tried to teach the children who had trouble in learning to read to utilize the possible secondary or vicarious steps in word recognition which are not usually presented in ordinary instruction. For example, the child whose visual discriminations were precise for small patterns, such as letters, but not for large ones, such as words, was taught by a method which began with small units and built up to the large ones gradually. The child who had trouble in recognizing the spatial orientation of patterns was taught to use a manual cue to give the position of the pattern. The child who failed to discriminate precisely the sounds of words was taught the movements of placing the speech organs to obtain the desired sounds and hence to rely on the kinaesthetic cues of articulation rather than on audition. The child who had difficulty in recalling an auditory symbol (the word as heard) when presented with a visual symbol (the word as seen) was taught to associate each with the same overt response, and hence to build up the desired association by a secondary link. The child whose motor control of the eyes was inaccurate for keeping the place of reading was

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32. Marion Monroe, Ph. D.

33. Marion Monroe and Bertie Backus, Remedial Reading  
Chapter 3



taught to utilize a combination of eye-and-hand movement in developing the desired habit."<sup>34</sup>

The suggestions given for each type of reading error is specific. Specific drills initiated with simple discriminations and progressing to more complex ones are recommended for faulty vowels and consonants. A Kinaesthetic approach is used in remedying reversal tendencies; the child traces the word from left to right, saying the letters as he goes. Drill on words in which additions or omissions are likely to be made and sentences containing multiple choice are used in these problems. Drill on context clues with simple sentences with all words known except one help in cases of word substitution. Concert or choral reading proves beneficial in cases of repetition and reading delays. Substitution of simpler reading material is advised in cases of too many refusals and words aided. Also recommended are exercises stressing oral reading, silent reading, recreational reading, speed of reading, and methods of increasing interest in reading.

In their experiment with a group of twenty-eight dull-normal children from a Washington, D. C., vocational school the following data are found:

1. Number of pupils . . . . . 28
2. Average C A . . . . . 15-3
3. Average M A . . . . . 11-10
4. Average I.Q... . . . . . 81
5. Average year's gain in reading achievement . . . . . 5 year

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34. *Ibid*, pp 111-112



These children were trained for fourteen weeks, three periods of thirty minutes each week. This amounted to only eighteen hours of remedial instruction.

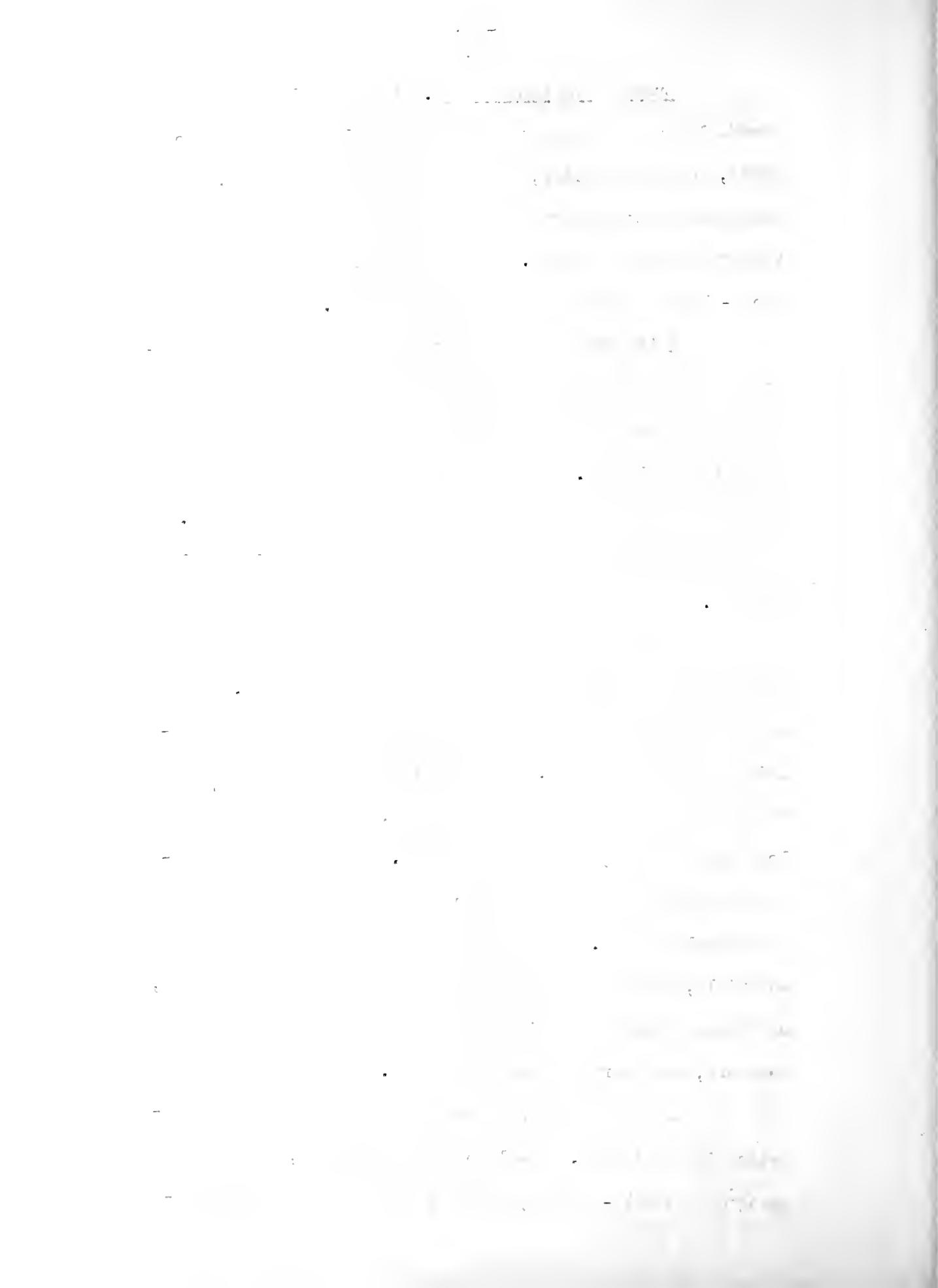


Summary and Conclusions. In the early days of remedial reading instruction such physical handicaps as poor sight, impaired hearing, mixed eye and hand dominance, and inadequate motor control were thought to cause much of our reading disability cases. Along with these were stressed "word-blindness" and lack of mental ability.

After much scientific experimentation for the diagnosis of the true causes of reading retardation it was found that the importance of the above as crippling influences was actually negligible. Many of our average and even some of our best readers were victims of these supposed handicaps. The investigators then began to search for the real causal factors.

Reading experts of the present to a great extent agree that the real causes are of two types or areas. One of these is emotional blocks or conditions arising from conflicts within the home. Specifically these include poor home conditions, upsetting family relations, lack of feeling of love and security, and "smother" love. The other extensively crippling influence is that of undesirable areas within our school systems. These consist of inadequate teaching materials, poor organization due to administrative lassitude, unfortunate forms of motivation by unconcerned or ignorant teachers, and poor teaching in general.

Of these two major factors probably the most devastating is the latter. A well organized program, effectively managed by a well-trained, highly purposeful teacher can over-



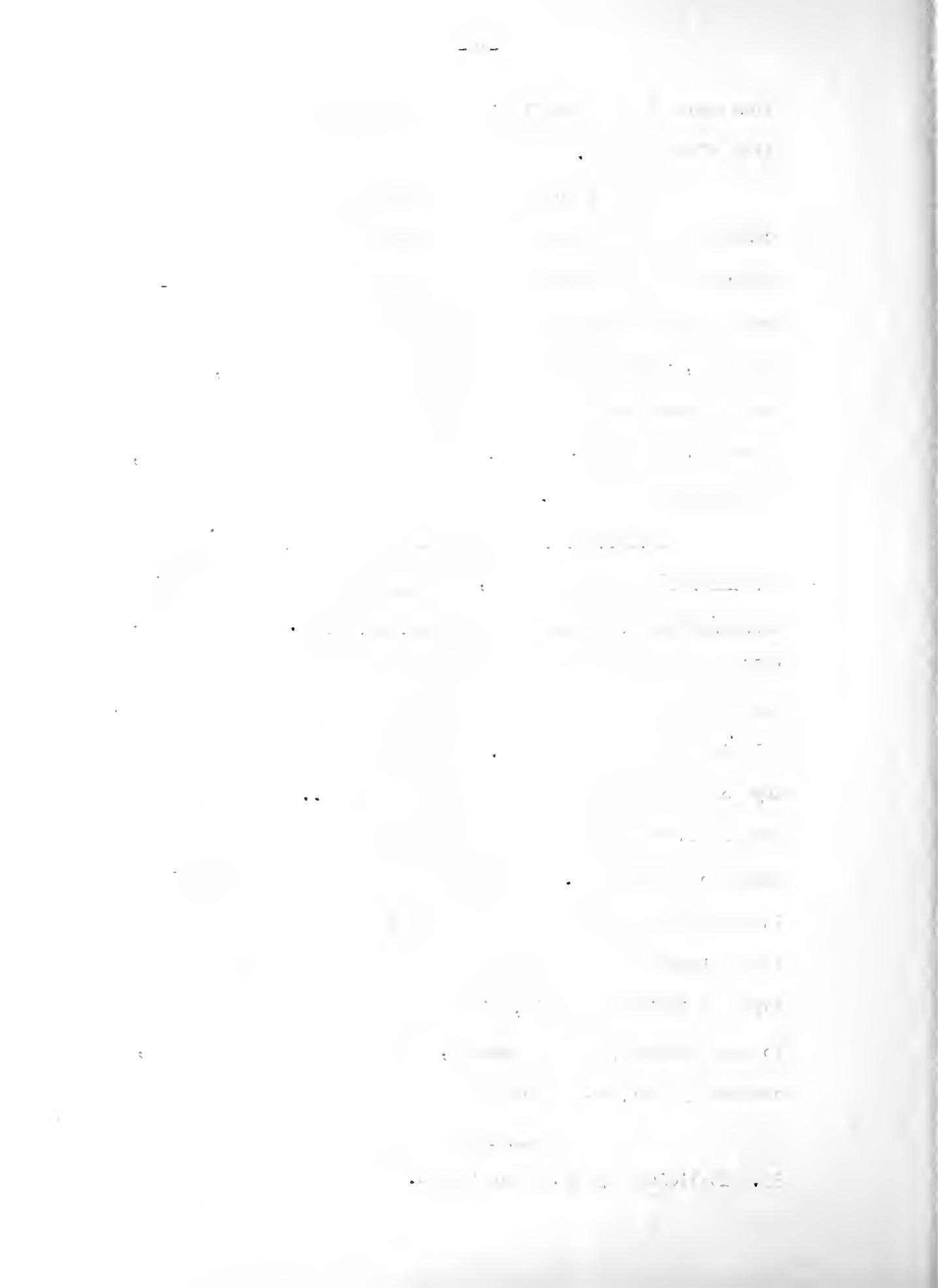
come many of the disabilities due to the first or emotional type of influences.

It seems to me that the implications derived from current articles on reading to be considered by those persons interested in the status of the success of our reading programs should be concerned with improving such factors as pupil guidance, availability of desirable reading materials, the proper organization of reading classes and the selection and supervision of well-trained, properly motivated, enthusiastic, conscientious teachers.

As concerns the choice of the method to be used in the remedial reading program, the selection should not be circumscribed by the tenets of any one philosophy.<sup>35</sup> The desirability of any one approach to remedial reading problems is dependent upon whether or not that particular method is successful with any one given case. Probably no method of attack is any more effective in general than the others. Each type appears to fulfill the requirements of remedying one or more phases of disability. Therefore, in order to be successful in attempting a remedial reading program the teacher must first diagnose the causes and manifestations of poor reading for each individual pupil, fit the proper methods and materials to each unique syndrome of defect, frequently test for results, constantly readjust methods and materials to satisfy changing

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35. Italicized by author of thesis.

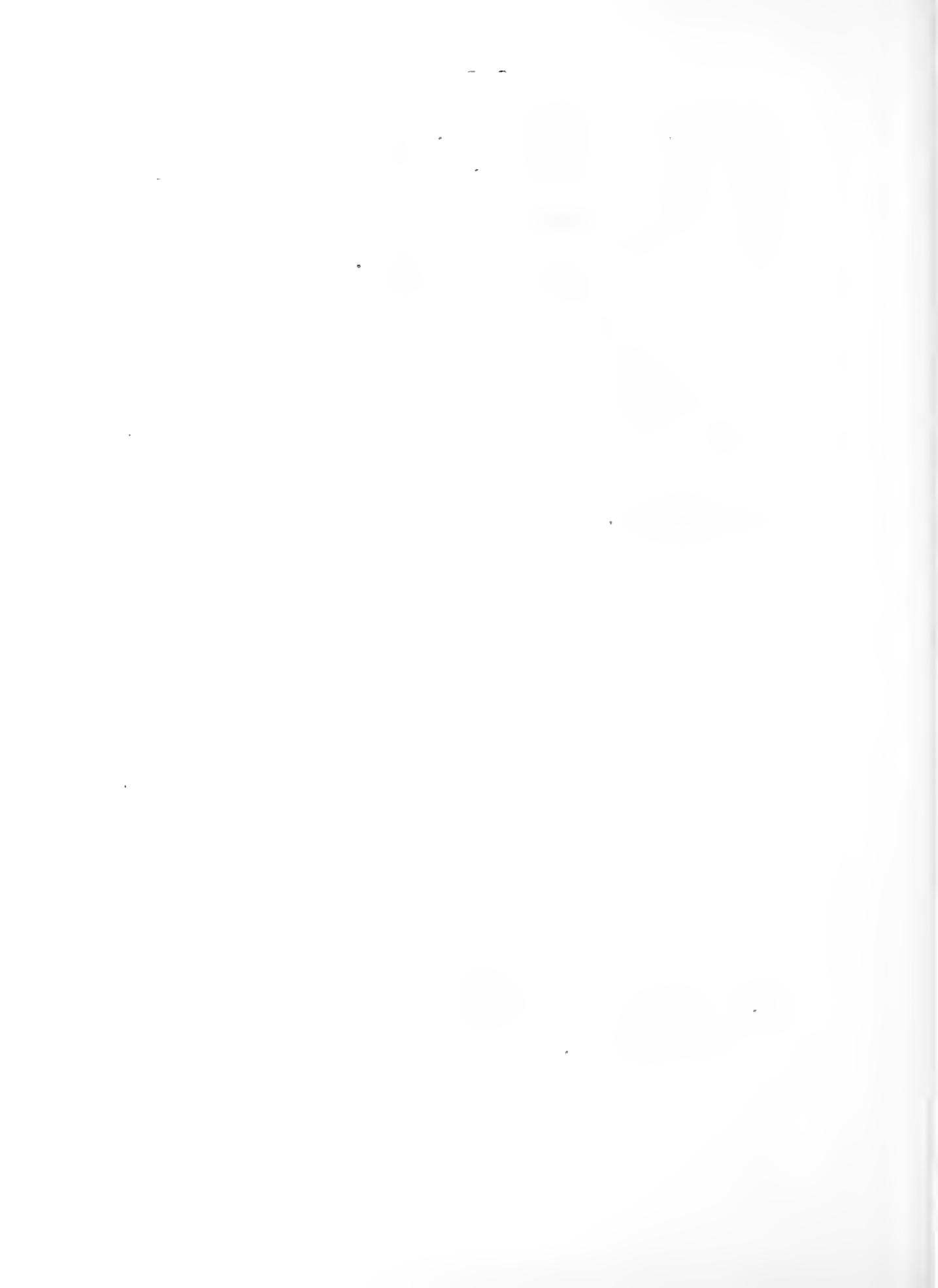


conditions, and evaluate results. As soon as the teacher realizes that any one method being used is not producing desired results, she should be ready and anxious to substitute another reasonable approach in its place.

As soon as our public schools fully realize the extent to which defective reading habits are affecting mastery of all school subjects and institute a program commensurate with what is now known about the teaching of reading, the necessity for expensive programs of remedial reading will steadily decline.<sup>36</sup>

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36. Statements herein contained are the resultant of reading and assimilation of the various specialists as quoted in this chapter.



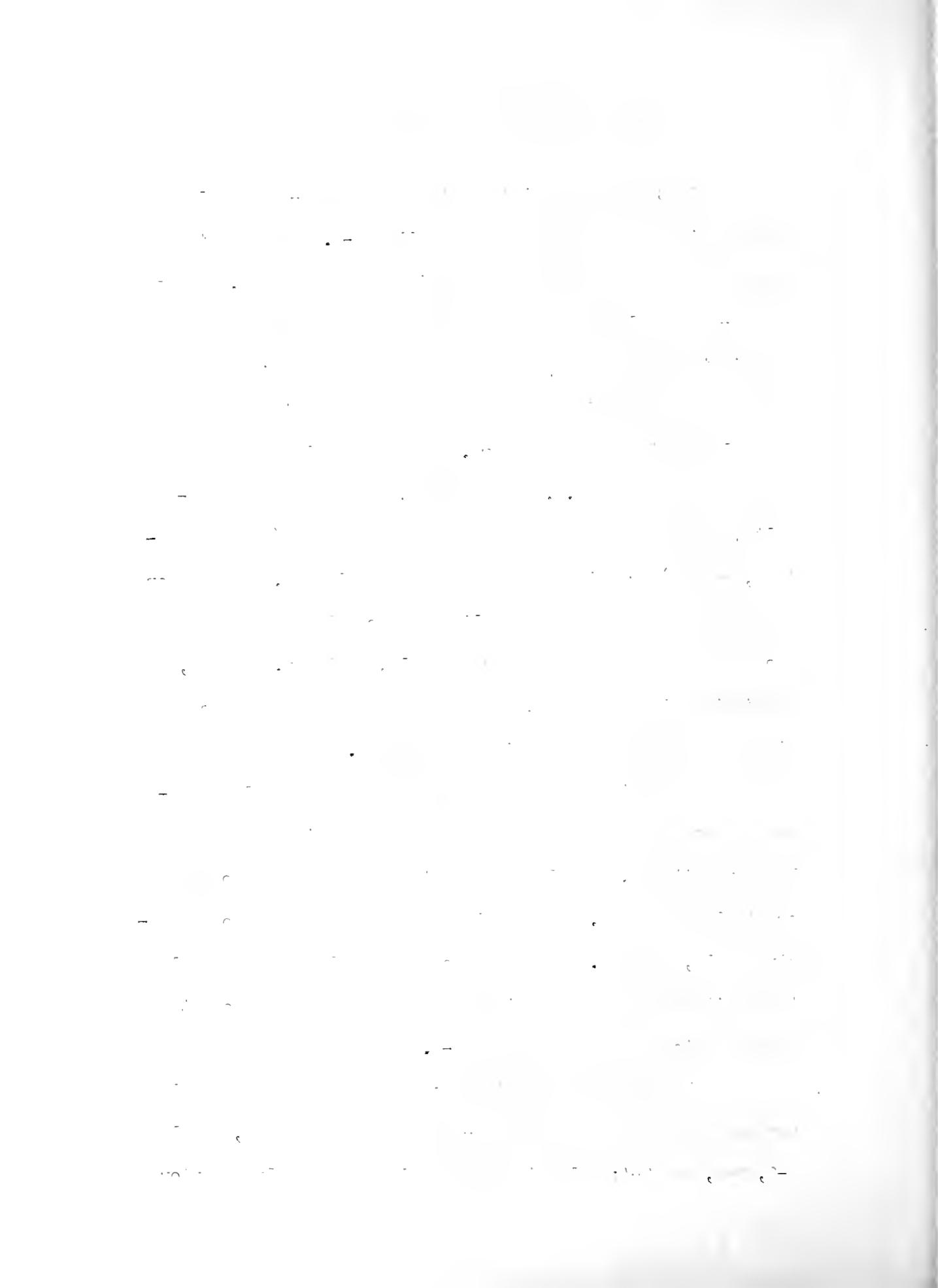
## CHAPTER IV

### HOW PUPILS WERE SELECTED

In September of 1948 a class of twenty-one pupils was organized into what was to be called 8-5. This meant that they were the fifth group within the eighth grade. These twenty-one pupils were selected from the three hundred seventh and eight graders on the basis of certain criteria; some of them were over-age-in-grade seventh graders and the others were slow-moving eighth graders. The principal singled them out on the basis of I.Q. test results, achievement test results, and the extent to which they had profited (or not profited, rather) from instruction in regular classes. The author was assigned to teach them English and Social Studies during two periods of forty-five minutes daily, while Mr. Liggett, the junior high principal, was to spend the same amount of time teaching them mathematics and science.

Due to the fact that several of the original twenty-one members of the class have moved away and different ones have been substituted, the class now contains only sixteen of the original membership. The total number has increased to twenty-six pupils, however. From time to time pupils who were failing to profit from instruction in the regular seventh and eighth grade sections were assigned to 8-5.

The twenty-five pupils chosen to serve as a control group were selected from the three so-called average groups, namely 8-2, 8-3, and 8-4; 8-1 being composed of supposedly superior

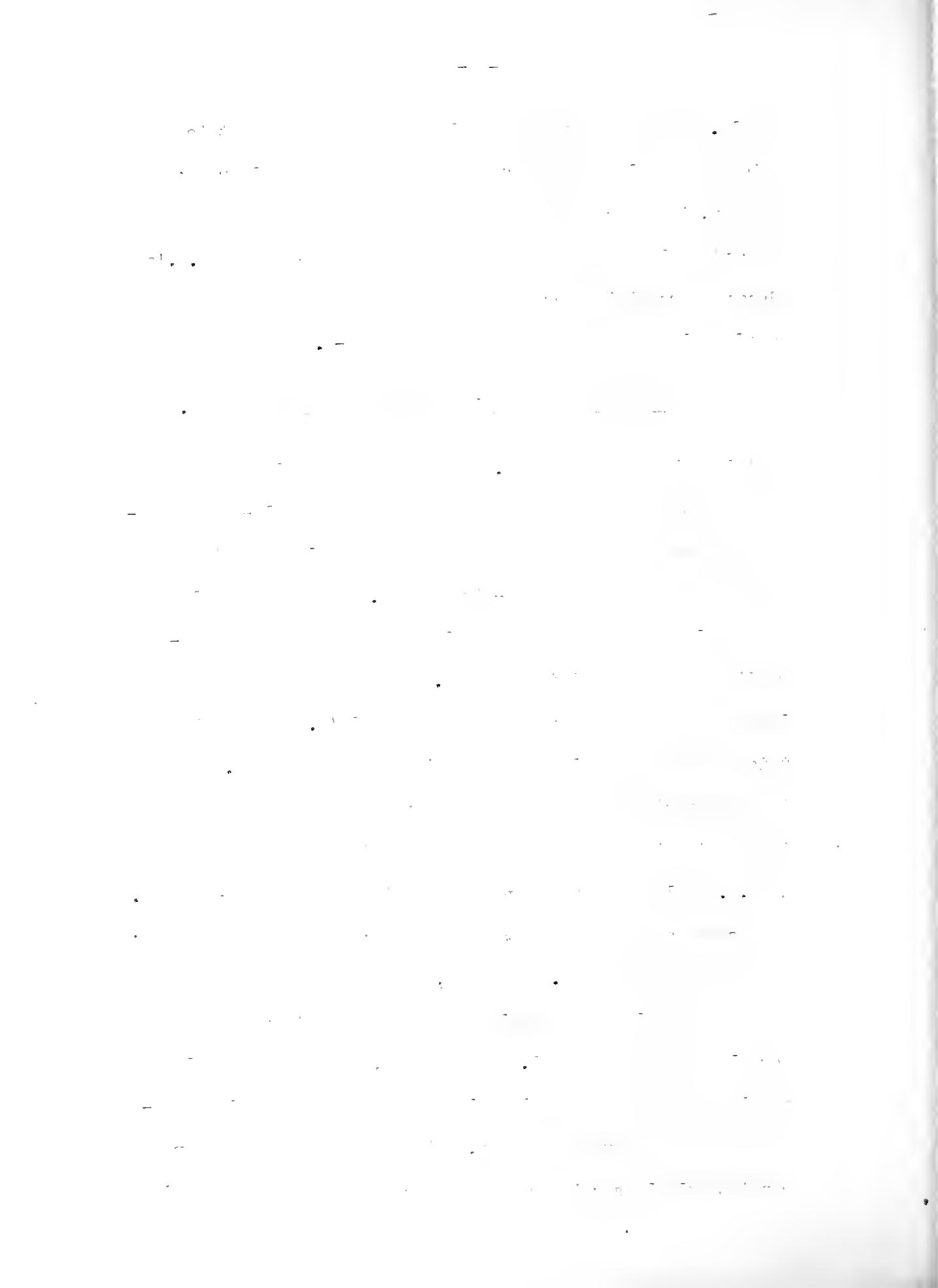


pupils. Those chosen were pupils who came the nearest to being the equals of the members of the experimental group; however, their achievement tests results indicated that with approximately the same average reading and non-reading I.Q.'s they were receiving more benefits from their instruction in regular classes than were the members of 8-5.

Description of Pupils in the Experimental Group.

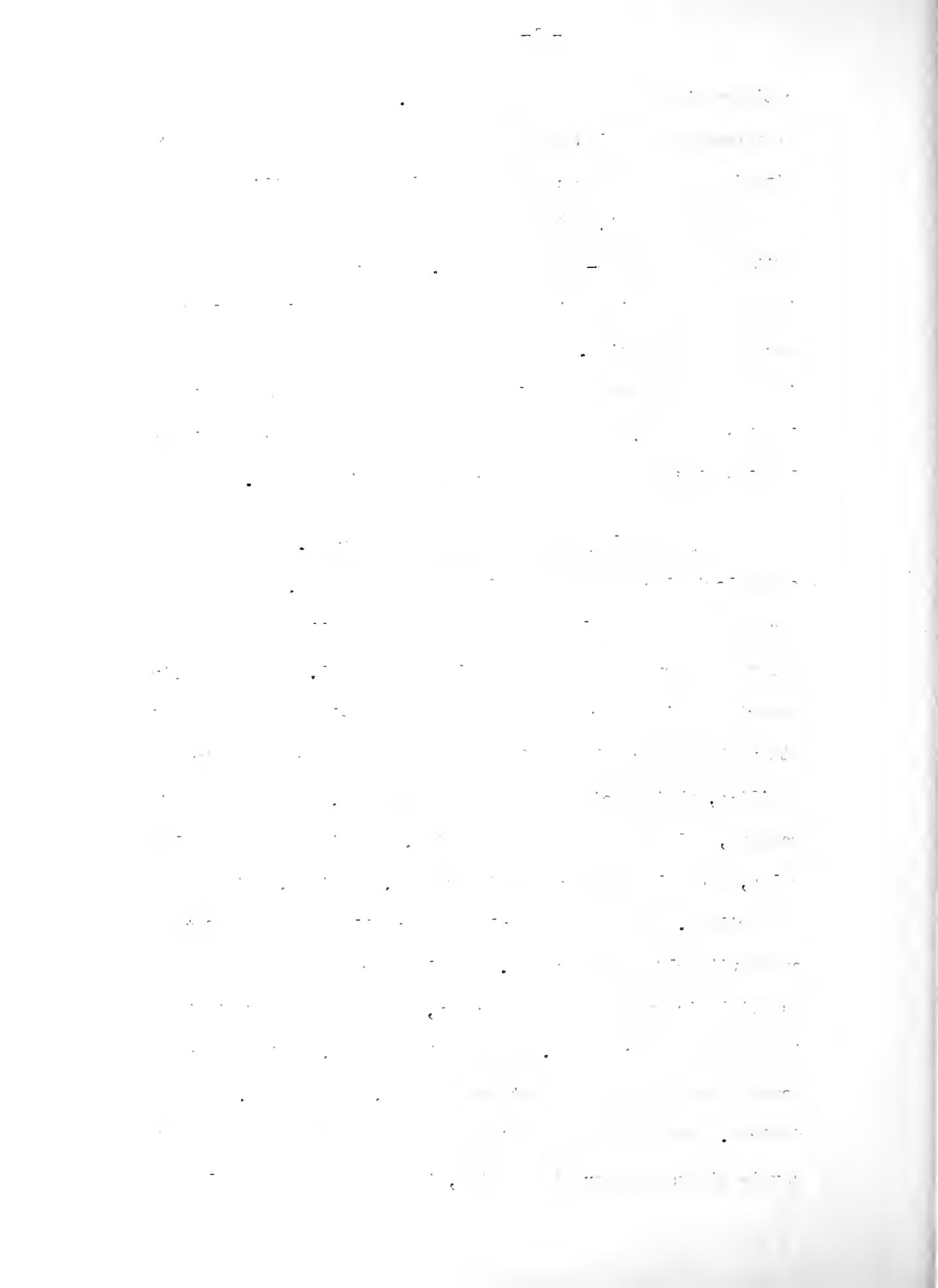
Mental Abilities and Traits. In the experimental group their intelligence quotients as recorded on the Otis Self-Administering Test range from a low of 60 to a high of 100 with the average being 82 for twenty-six records. In October of 1948 the pupils then present in the class were given a Beta Non-reading type of intelligence test. Those members who entered later were given the same in February of 1949. The results on this test were revealing of several interesting facts. In the twenty-six cases there were discrepancies between this and the reading type test of an average of nine points in favor of an I.Q. of 100 on a reading-type test to 88 on the non-reading. The lowest score on the Beta test was 73; the highest was 108; and the average was 90.8 (Chart I, page 59)

The class as a whole tends to be indifferent to normal progress in school. True enough, there are several pupils who are consistently willing to do their school assignments in a praiseworthy manner, but the majority are either consistently lethargic or are very erratic in the amount and



quality of work which they accomplish. Of the entire group four members are always busy and do each suggested assignment with interest and care; eight work along at a snail's pace day in and day out, while the other fourteen members work by "fits and starts" -- mostly starts. Their efforts are very intense momentarily but occur all too infrequently and last for too short a time. They are disgruntled and frustrated if asked to do work on a plane which challenges their ability levels; however, some are prone to resent materials on a lower level as being babyish and unworthy of their efforts.

Emotional Characteristics and Maturity. The average chronological age of the pupils is fifteen years. The guidance teacher of the school testifies that emotionally these pupils are more mature than any other class in school. Some of their favorite topics of conversation in Human Relations classes and other classes are their relation to other members of their families, their choice of possible vocations, everyday use of manners, selection of proper clothing, practice of good health rules, general topics concerning dating, marriage, and rearing of families. Some of the girls are sexually mature and date often with older boys or men. Nearly every one of the boys and girls is aware of the other sex, and they are definitely interested in each other. In school, however, their manner toward each other leaves but very little, if anything, to be desired. Any time the question of courtesy toward the opposite sex is discussed among the pupils, its effects are readily



apparent at once. On a questionnaire they said they loved all members of their family and loved them equally well.

Physical Well-being. During May of 1948 most of these pupils were found not to have hookworm; those who did took the treatment and tested negatively on the next test. On eye tests administered by Dr. Tiley, the County Health Doctor, in cooperation with the school nurse, Miss Redfield, there were no jauor defects discovered. Of the group, twenty-five scored between 20/20 and 20/30 and were said to have normal vision; one tested 20/30 and 20/50; glasses were recommended for him but he refused to wear them. The Audiometer testing of their hearing failed to give any results that might indicate a functional hearing loss; one in this group showed a 20% hearing loss, but this is not supposed to affect learning. On the hemoglobin test, seventeen pupils scored between 70 and 80, and only six fell below 70, the lower reaches of normalcy; the average was 76.43. Of the twenty-five pupils all except three eat their meals in the cafeteria where a quite bountiful and nourishing meal is served. All of the pupils except three are known to receive adequate diets at home. All in all, their physical health appears to compare favorably with the average of the remainder of our school population. Like other normal boys and girls they have planty of energy for play even if they may not have sufficient muscle tone for their work.

Socio-economic Factors. Without exception, the



group has adequate clother for attending school, looking as well as the average. True enough, two of them are clothed by welfare agencies, but they are provided for to a desirable degree. Of the group, eight sleep alone, while the average number sleeping in their room is one-plus. Twenty-four of the families own automobiles; twenty-five have radios; thirteen own their own homes; twenty-three have running water while twenty-two have modern bathrooms. The number of daily newspapers subscribed to ranges from none to three, the number of magazines from none to eight, with an average of two.

By way of ownership of stock or animals, the average number of chickens per family is nineteen, the number of families owning any, ten. Number of families possessing a milk cow is two.

Pleasure trips engaged in during their entire life-times by the twenty-five were as follows:

Cypress Gardens. . . . .	16
Bok Tower. . . . .	15
Sarasota . . . . . . . . .	16
Silver Springs . . . . .	7
Miami . . . . . . . . .	7
Tampa . . . . . . . . .	20
St. Augustine . . . . .	3

The number of states traveled in other than Florida by the various members have been:



	Number of pupils	Number of states
1.	3	1
2.	9	2
3.	3	3
4.	1	6
5.	1	7
6.	1	8
7.	1	9
8.	1	15
9.	2	20
10.	3	28
Average		8

The amusements engaged in chiefly are movies, swimming, fairs, and circuses.

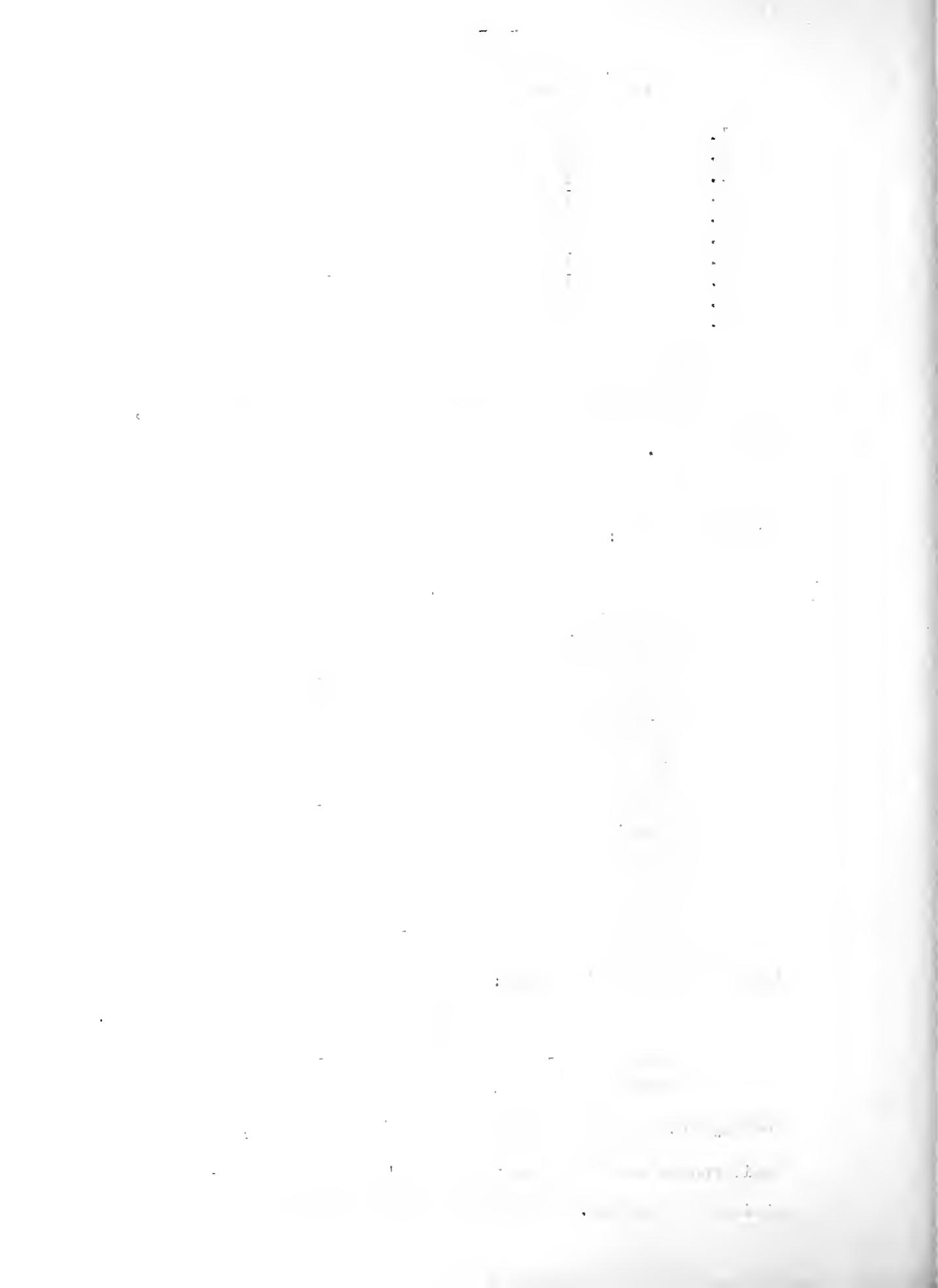
The parents belong to various civic clubs to the following extent:

	Number of parents belonging
Pilot Club	0
Crickett Club	0
Eastern Star	0
Pythian Sisters	1
Masons	1
Knights of Pythians	1
Oddfellows	0
Elk	0
Moose	3
Rotary	1
Kiwanis	0
Lions	<u>1</u>
Total	7

Attendance at Sunday School and Church is characterized by the following facts:

	Never	Seldom	Often
Sunday School	3	11	11
Church	2	14	1

The majority of them prefer Sunday School to Church, giving as their reason that often they just don't understand what the minister is saying. The church membership consists of the



following distribution:

	Number of members
First Baptist	6
Second Baptist	5
Methodist	2
Presbyterian	0
Episcopal	2
Catholic	1
Nazarene	0
Church of God	0
Church of Christ	0
Holiness	0
Jehovah's Witnesses	0
Apostolic	4
Assembly of God	1

How members of the Control Group Were Chosen. The author searched through the permanent record folders of the three eighth grades which are supposed to be average sections. Those pupils having intelligence quotient records, reading achievements, school progress reports, and socio-economic backgrounds as similar to the experimental group as possible were chosen. As indicated in Chart II, the average reading intelligence quotients of the control group was 83, while that of the experimental was 82.0. The average Beta score for the control group was 87.0, 3.8 less than that of the experimental. The most striking differences lie in the comparison of achievements in paragraph meaning and word meaning.

The achievement records of results obtained for those pupils who were attending school in Bartow in May of 1948 show an average difference of .8 in paragraph meaning, 1.6 in word meaning, and .7 in spelling in favor of the control group. Records were not available for all pupils of the

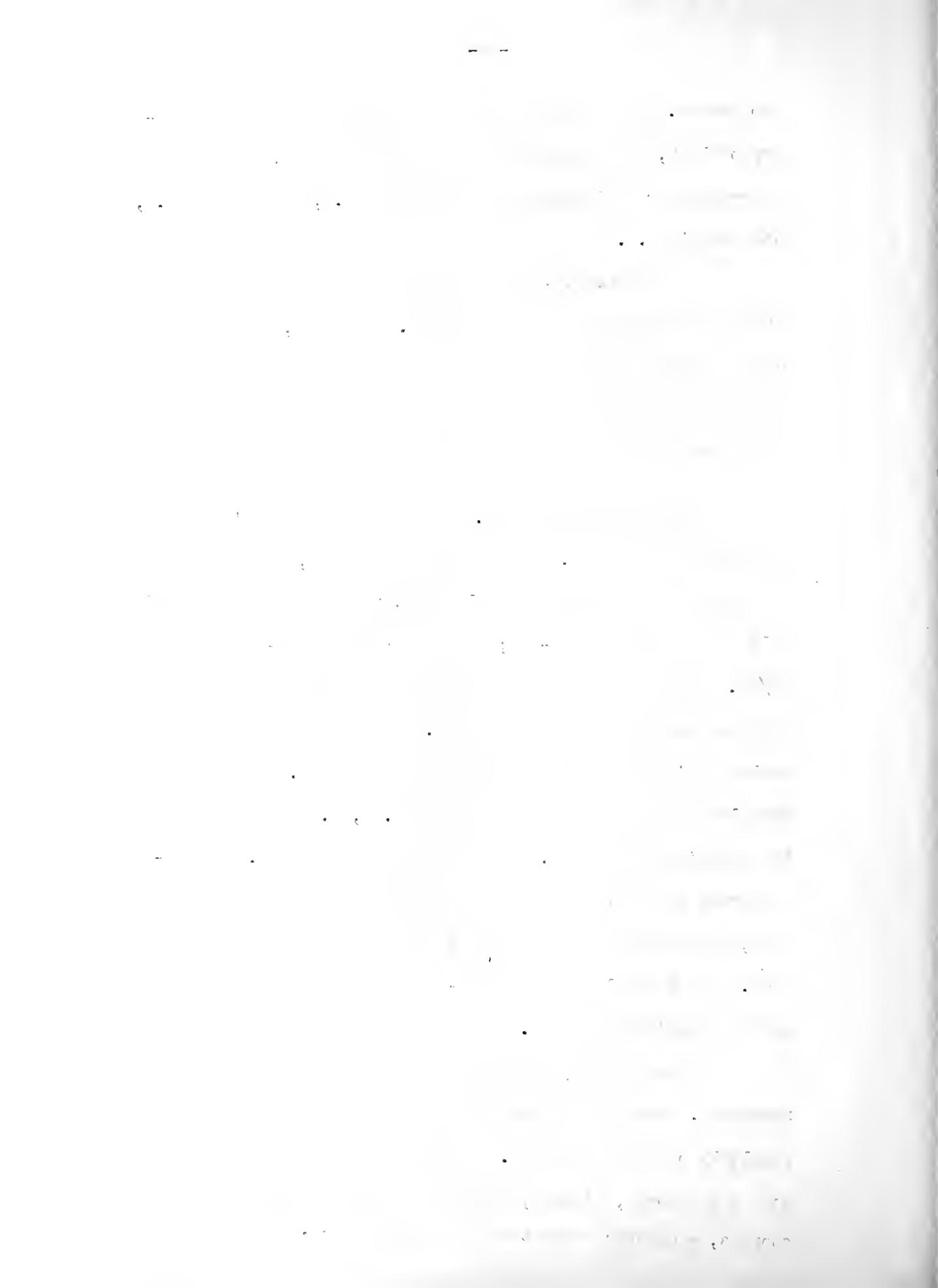


two groups. By the time achievements were compared in February of 1949, the differences had shifted to read: Superiority of control group in paragraph meaning was .7, word meaning .7, and spelling .0.

These twenty-five pupils tend to have approximately the same attitudes toward their work. Actually, the teachers of the three classes containing the members of the control group find that they constitute more discipline problems than the experimental, possibly due to frustration in their work?

Physical Well-being. On the Massachusetts' Eye Test as administered by Dr. Riley and Miss Redfield, County Health Director and Bartow Area School Nurse, respectively, one pupil only tested less than 20/30; the remaining twenty-three tested 20/20. Some four of the pupils have and wear glasses which increase their sight to this level. The Audiometer test failed to indicate any significant hearing loss. The average hemoglobin score for this group was 67.04, 9.39 less than for the experimental pupils. No indication of hookworm. All except four are known to have an adequate diet available for them, and these receive bountiful lunches in the school lunchroom. The general physical well-being is comparable to that of the experimental group.

Emotionally, they appear to be much younger in their reactions. Very few of them date at all and none of them regularly or with older men. Their enthusiasms are concerned more with sports, picnics, movies and movie stars, adventure stories, and comic books than are those of 8-5.



Socio-economic Factors. As concerns personal appearance, these twenty-four pupils are typical of the average of our school. They dress neither better nor worse than the experimental group. Of the twenty-four pupils, ten sleep alone, with an average of two other than themselves in each room. Twenty-two of their families own automobiles, seventeen have running water and modern bathrooms; twenty-four have electric lights; and every family owns a radio.

The average number of magazines is slightly less than one per family; the number of newspapers subscribed to ranges from none for four families to three for five, averaging slightly more than one per family. Twelve families own chickens with an average of twenty-four for each of the twenty-four families. Eight have their own milk cows.

Cypress Gardens . . . . .	17
Bok Tower . . . . .	14
Sarasota . . . . .	17
Silver Springs . . . . .	5
Miami . . . . .	5
Tampa . . . . .	23
St. Augustine . . . . .	4

As shown in the chart above the status of pleasure trips engaged in approximates that of the project group; however, the experimental group averages having traveled in one more state per person than does the control.



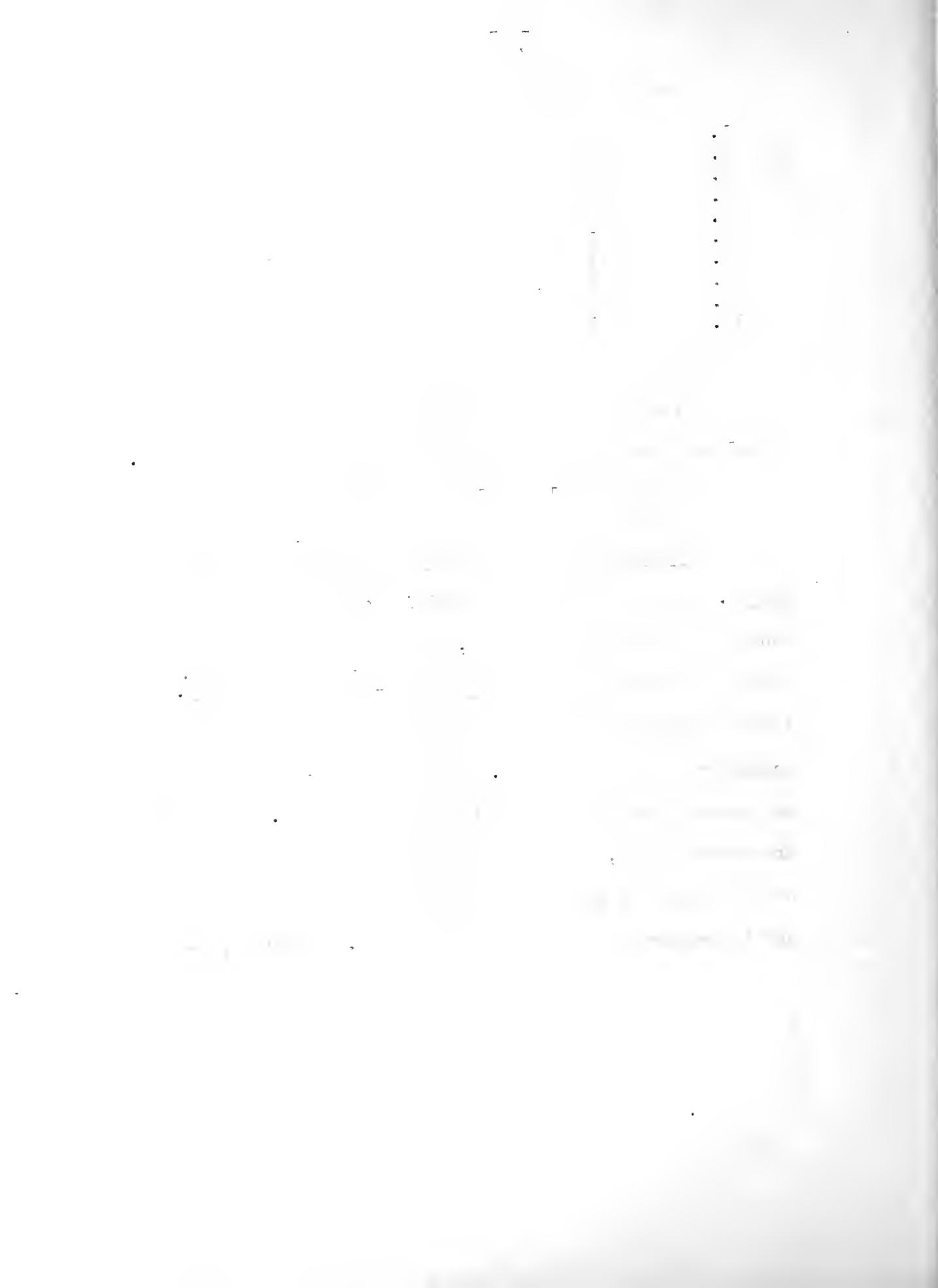
	Number of pupils	Number of states
1.	5	1
2.	8	2
3.	2	3
4.	1	6
5.	2	8
6.	1	10
7.	1	12
8.	1	14
9.	2	16
10.	1	20
Average		6

The control group exhibits a much better Sunday

School and Church attendance record than does the other pupils.

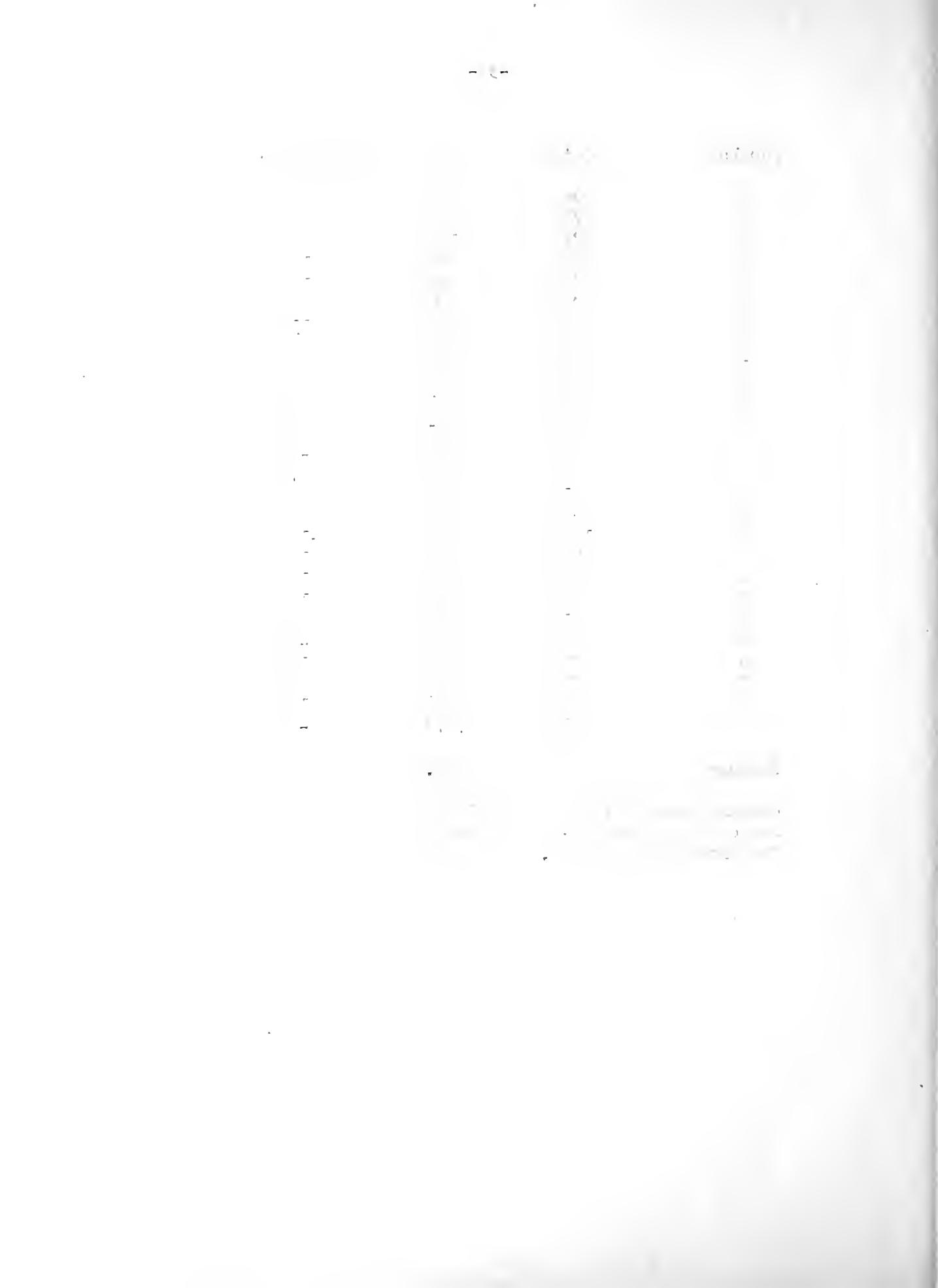
	Never	Seldom	Often
Sunday School	1	3	21
Church	2	3	20

Comparison of the Scholastic Records of the Two Groups. In the comparison of intelligence quotients of the two groups as shown in Chart II, those of the control group average one point more on the Otis Self-Administering Test. This difference is not large enough to be significant in the comparison of the two groups. On the Beta Non-reading tests the average score of the experimental group was 3.8 higher than the control group, so any slight advantage of the one group over the other is probably due to some difference in reading ability rather than innate mental capacity. (Chart II, page 60)



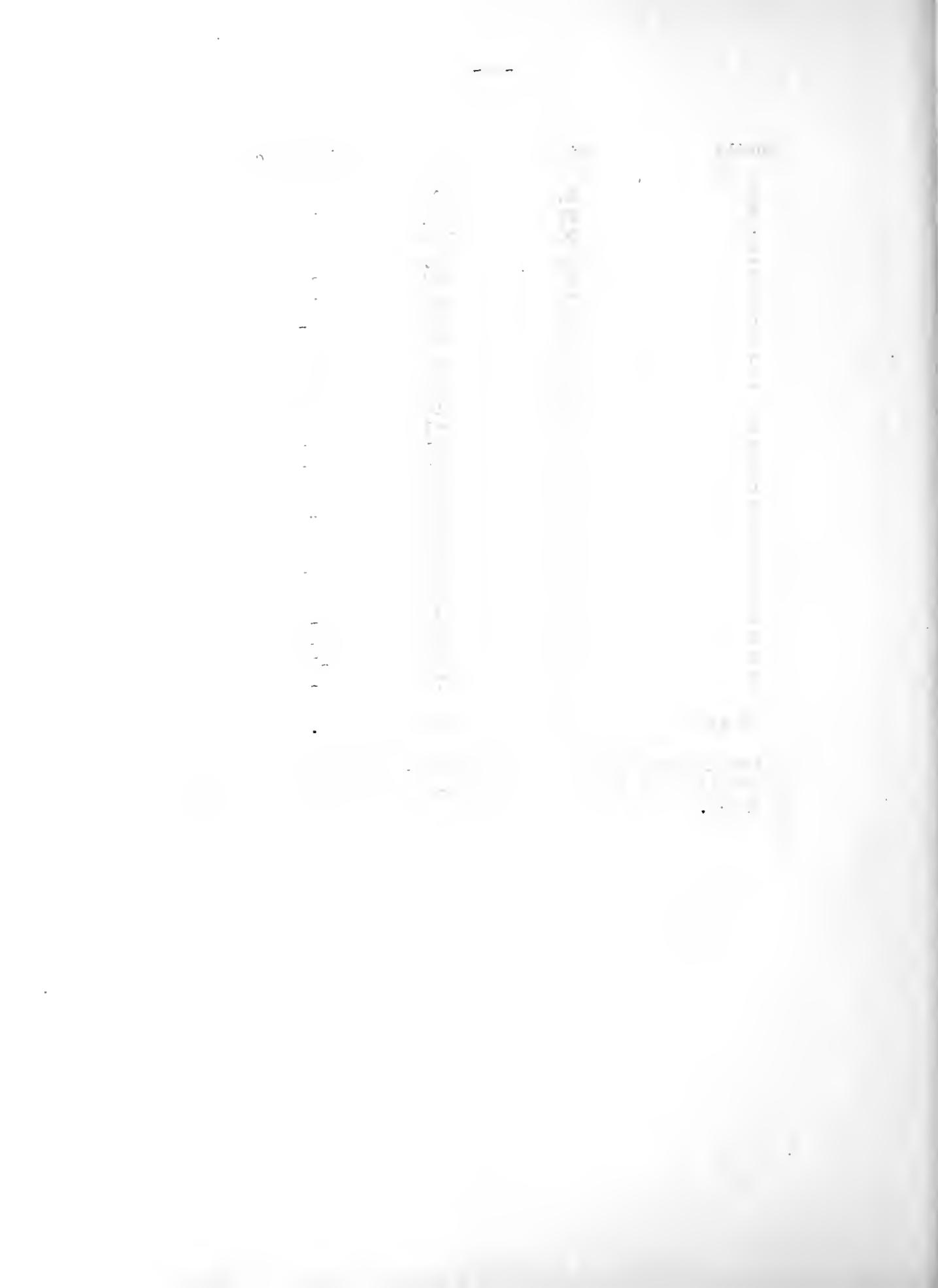
Pupils	Otis	Beta	Difference
A	96	108	12
B	78	107	29
C	83	106	23
D	87	102	15
E	88	99	11
F	86	97	11
G	83	96	13
H	88	96	8
I	89	93	4
J	84	93	9
K	68	92	24
L	88	91	3
M	92	89	-3
N	83	90	7
O	81	89	8
P	84	88	4
Q	100	88	-12
R	73	87	14
S	74	87	13
T	70	86	16
U	81	84	3
V	90	84	-6
W	72	82	10
X	72	78	6
Y	60	77	17
Z	81	73	-8
Average	82	90.8	9

Comparison of Otis-Self Administering Intelligence Scores with Beta Non-reading Intelligence Test Scores for Experimental Group.



Pupils	Otis	Beta	Difference
A	94	102	8
B	87	101	14
C	96	100	4
D	95	99	4
E	84	98	14
F	88	98	10
G	99	97	-2
H	82	97	15
I	75	96	21
J	89	96	7
K	83	92	9
L	88	91	3
M	90	91	1
N	90	91	1
O	86	90	4
P	91	89	-2
Q	88	88	0
R	80	85	5
S	84	85	1
T	78	83	5
U	84	82	-2
V	86	79	-7
W	90	77	-13
X	81	72	-9
Average	83	87	3.4

Comparison of Test Scores on Otis-Self-Administering  
Reading Type Test and Beta Non-reading Type for Control  
Group.



The records as established on the Standard Achievement test, Form D, in May of 1948 shows the following comparison of the two groups in reading and spelling achievements:

	Paragraph Meaning	Word Meaning	Spelling
Control	6.4	6.7	5.9
Experimental	5.5	5.5	5.5
Difference	.9	1.2	.4

Records were not available for all fifty pupils concerned.

At the beginning of the experimentation, February 14, the results for the two groups had changed to show the following comparisons:

	Paragraph Meaning	Word Meaning	Spelling
Control	6.4	6.4	5.3
Experimental	5.7	5.7	5.0
Difference	.7	.7	.3



CHART III

Experimental Group				Control Group			
Pupils	Para-graph Mean.	Word Mean-ing	Spell ing	Pupils	Para-graph Mean.	Word Mean-ing.	Spell-ing
A	5.5	5.8	4.2	A	7.0	7.0	7.2
B	4.6	5.2	4.2	B	5.6	5.2	5.3
C	6.8	6.2	4.6	C	8.3	8.3	5.0
D	6.6	6.2	10.0	D	5.8	6.2	5.2
E	6.4	6.6	6.0	E	6.6	6.4	5.4
F	5.2	5.8	6.0	F	6.8	7.2	5.5
G	5.6	5.4	5.0	G	8.1	9.3	6.5
H	6.2	5.6	5.0	H	6.6	7.4	6.2
I	6.0	5.9	5.0	I	5.0	5.6	5.0
J	5.4	6.8	5.4	J	5.6	5.6	4.5
K	4.4	4.8	4.1	K	6.6	5.5	4.6
L	5.4	6.4	5.8	L	4.1	3.6	4.3
M	5.8	5.6	4.4	M	6.4	6.6	5.6
N	6.6	4.8	5.0	N	6.0	5.0	4.4
O	6.0	6.4	6.4	O	6.4	6.7	5.6
P	6.4	7.4	9.0	P	5.8	4.9	4.5
Q	6.2	6.8	6.0	Q	7.0	7.0	5.2
R	7.4	5.7	4.6	R	6.6	6.8	5.6
S	5.3	6.6	4.4	S	7.2	4.9	4.9
T	5.2	4.8	5.0	T	8.5	8.8	5.2
U	5.0	5.0	4.6	U	7.2	7.4	5.6
V	5.6	5.2	4.4	V	5.4	6.0	5.2
W	5.0	5.8	4.4	W	4.2	5.8	4.5
X	6.4	3.8	4.0	X	7.0	6.4	5.8
Y	5.2	5.4	5.0	Y	Withdrew from School		
Z	5.4	5.4	5.0	Z	Withdrew from School		
Average		5.7	5.7	Average		6.4	6.4

February 14, 1949.

Reading Achievement Results Obtained on Stanford Achievement Test, Form F, Administered February 14, 1949 - Experimental and Control Group.



The questionnaire which was completed by each of the fifty pupils participating in the two phases of the project revealed some significant facts. Probably the most revealing of these was the number of times the various members have changed from one school to another; yet another factor is the grades failed and the pupils' versions of why they think they failed.

According to statements of individuals on one of the questionnaires, members of the control group give the number of times changing schools as ranging from none for ten pupils to a maximum of six with an average of two times per pupil, while the record for the experimental group reads from once for seven pupils to fifteen for one, with a class average of four times moved. As a group then, the experimental pupils have moved twice as often as the controls.

This fact, I believe, is significant as we search for reasons why the experimental group has failed more grades in school and why their achievements in reading and spelling both in May 1948 and February of 1949 were lower than those of the group with whom they were compared.

The members of the experimental group failed twenty-eight grades altogether; three pupils failed none, ten once, and nine twice. The reasons given were changing schools, illness, stayed out of school to work, just didn't attend school often enough, didn't learn enough, and didn't try to learn. The control group failed a total of seventeen grades; nine pupils failed once, and four twice, leaving twelve who have

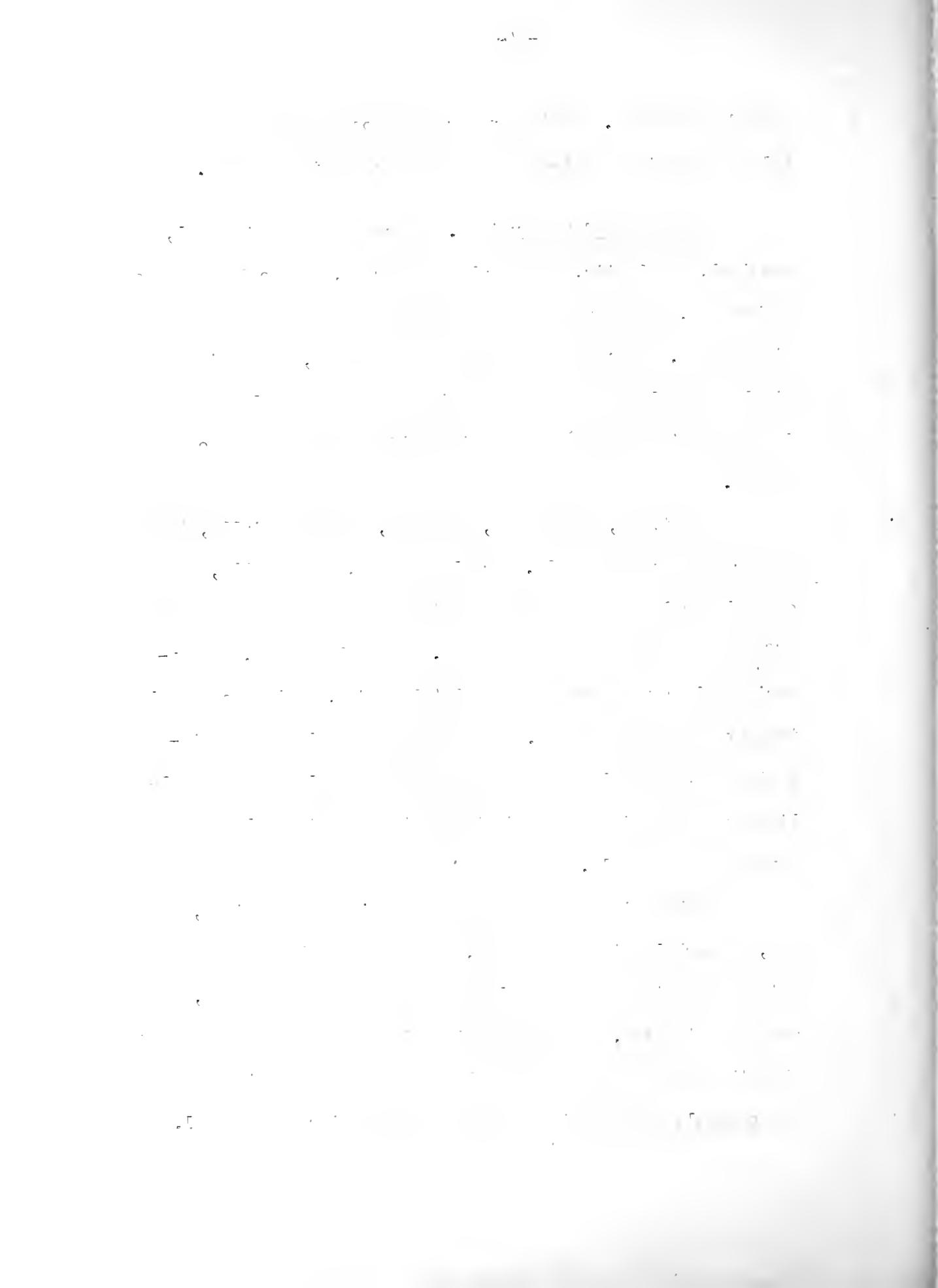


passed every year. Their reasons were concentrated more on illness than the remainder of excuses as mentioned above.

Summary and Conclusions. In some phases of mental, physical, scholastic, emotional development, and socio-economic background, these two groups are comparable with only minute differences. In other areas they vary greatly, and it is highly possible that these variations are responsible for the difference in reading and spelling achievement of the two groups.

Mentally, physically, socially, and financially, the two groups are comparable. Scholastically, emotionally, chronologically and in number of times of changing schools they offer a contrast of group to group. Chronologically, the experimental group average runs a little older, while emotionally they are much more mature. The increased scholastic attainment of the control group may be a direct result of the appalling number of times the majority of the experimental group have changed schools.

Taking into consideration variations in emotions, age, and scholastic attainments, the author feels that the evidence obtained from school records, intelligence tests, achievement tests, and two questionnaires points to the fact that the two groups are as nearly equal one to the other as was possible to match them in the Bartow Junior High School.



## CHAPTER V

### METHODS AND MATERIALS

Methods and Materials Used in Instruction of the Experimental Group. On February 14, 1949, Otis Self-Administering intelligence tests were given to both the control and experimental groups simultaneously. These were promptly scored and recorded. Then a week later Beta Revised Tests (non-reading type) were administered to the two groups. The results of this non-reading test were compared with those of the reading type in an effort to obtain a true evaluation of the pupil's mental capacity.

Before any specially organized remedial reading instruction was initiated, both groups were tested in paragraph meaning, word meaning and spelling by Form F of the Stanford Achievement Test. The individual pupil's scores on these three sections most pertinent to reading abilities served as the basis for the starting point in the remedial instruction outlined for each case in the experimental group. The computed scores for the control group were to serve as a yardstick by which the status of the project group could be measured at the beginning of the experiment.

Chart III gives a picture of the status of the two groups on the achievement test administered before the beginning of any special remedial program for the 8-5 group. (Page 62)

After a somewhat complete appraisal of intelligence and achievement factors, the author was to begin remedial

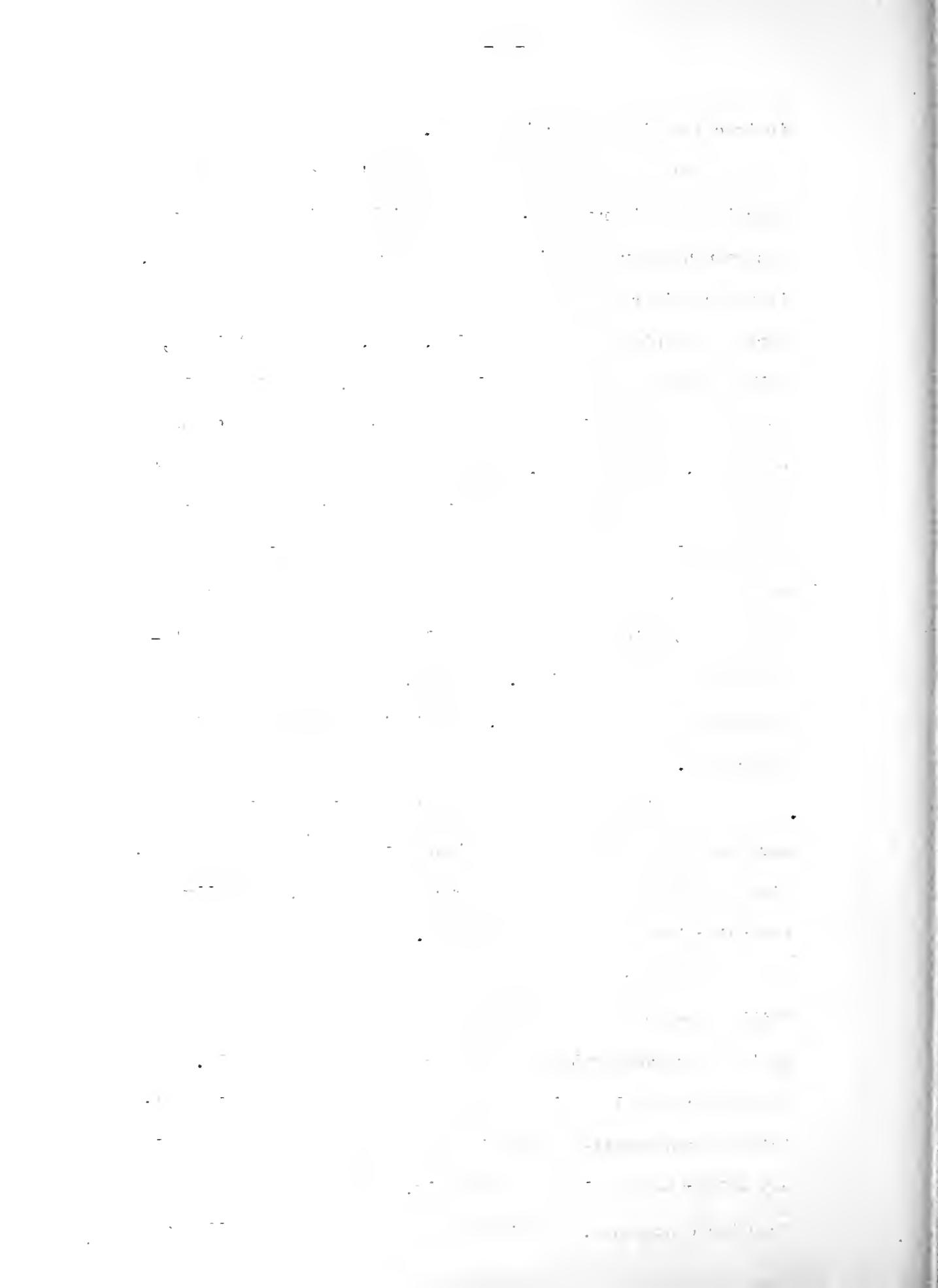


instruction with the project group.

Due to the fact that the author's training in the teaching of primary reading and remedial reading techniques has been neither extensive nor concentrated to good advantage, it was considered wise to enlist the aid of someone who was more competent in these two fields. Mrs. Dora Cox Phillips, Polk County Junior High School Coordinator, being thoroughly trained and intensely interested in this type of school instruction, was contacted. She became very enthusiastic about the project and has been most helpful in advising the choice of materials to be used -- and has devoted several hours of her time each week to administering the different exercises and demonstrating the more desirable methods of reading motivation and learning skills. In fact, it would be difficult to estimate the value of Mrs. Phillips' assistance in this experiment.

Considering the fact that the pupils were low in word meaning it was thought desirable to begin instruction with concentration on the construction of words, gradually advancing into the meanings of them.

For the first two weeks the class participated in drills as a group and individually to learn the recognition of the consonant sounds and the variations in the vowels. Some of the pupils could not say or write the entire alphabet; this was concentrated on until every member of the class could say and write the alphabet correctly, differentiate the vowels from the consonants, and give the phonetic sounds of all the



consonants and vowels.

This was followed by class and individual drill on the family words as listed in Exercise I of the Appendix until the majority of the class became familiar with the phonetic elements of the various combinations.

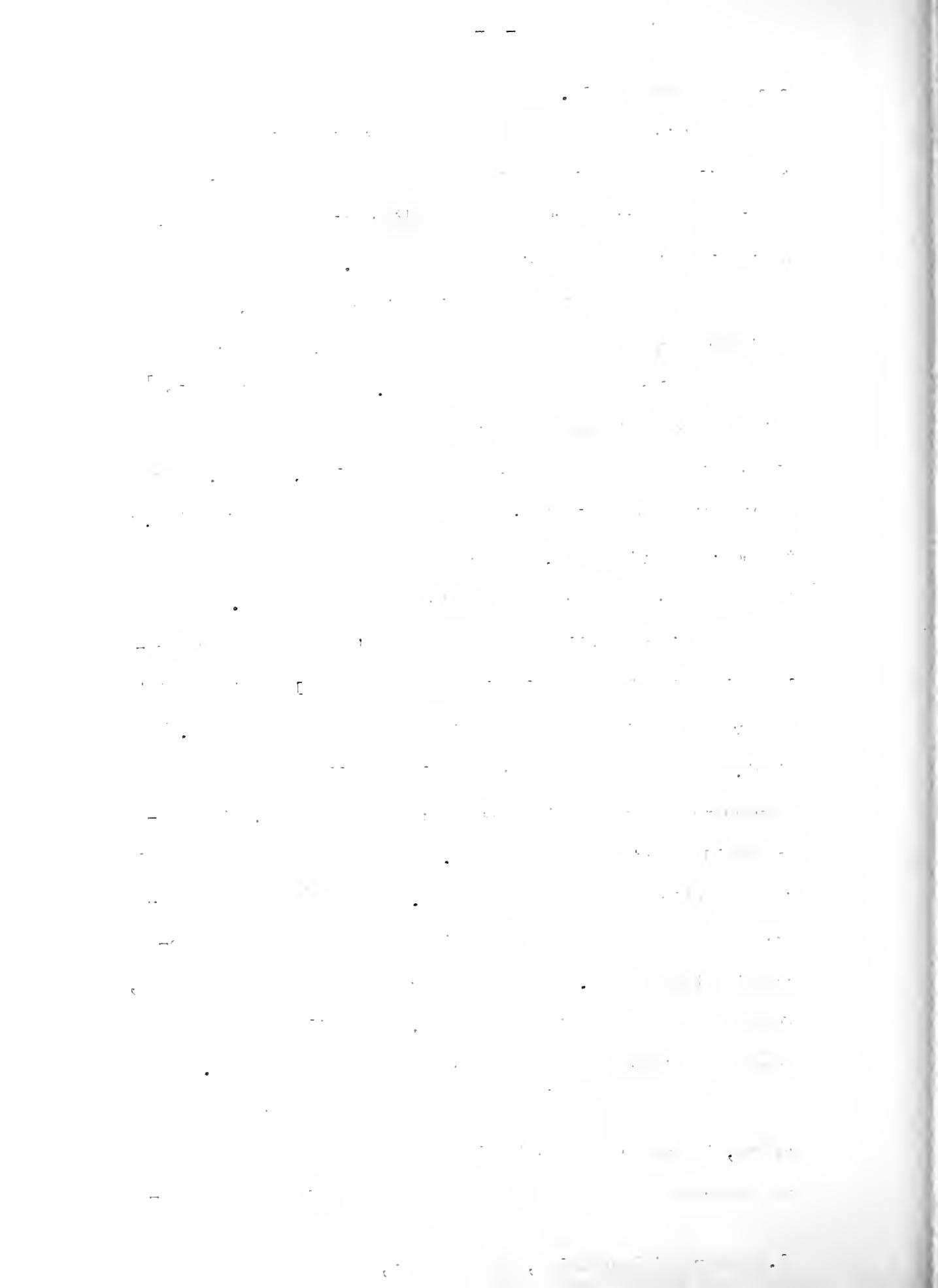
In order to increase ability to read simple, often used words and to accelerate speed of reading, the "Basic Sight Vocabulary of 220 Words" which Dr. Edward William Dolch<sup>1</sup> maintains constitutes from fifty to seventy-five percent of all reading matter were introduced to the class. First, they studied the words silently; then they repeated them after the teacher; following this, they chose partners and recited them to each other until they had acquired mastery of them.

This was followed by the couples' working cooperatively on learning to read silently and orally an alphabatized list of words whose frequency of use is listed beside each word. First, one member of the couple would say all the words with a frequency of one to his co-worker; as he finished, his partner would repeat them back to him. The same procedure was used for the entire seven groups of words. Each person was encouraged to give a correct pronunciation of each word before progressing to the next. After these ordinary words were mastered, along with the 220 basic sight words, the pupil was thought to have a much improved command of simple reading materials.

Since the achievement results in word meaning were so low, it was thought advisable to give much time and exercise to the growth and development of the understanding and assimila-

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1. Edward William Dolch, see Appendix, page 95 ff



lation of an increased vocabulary. The best material available for this purpose was the Thorndike Century Beginning Dictionary compiled by E. L. Thorndike.<sup>2</sup> The seventy lessons in the first of the book are exhaustive in their areas of attack on the roots, prefixes, and suffixes of words, the definitions and shades of meanings of words, alphabetizing of words, phonetic markings and pronunciations, synonyms, antonyms, and homonyms, on fourth and fifth grade levels. These were concentrated on for three weeks.

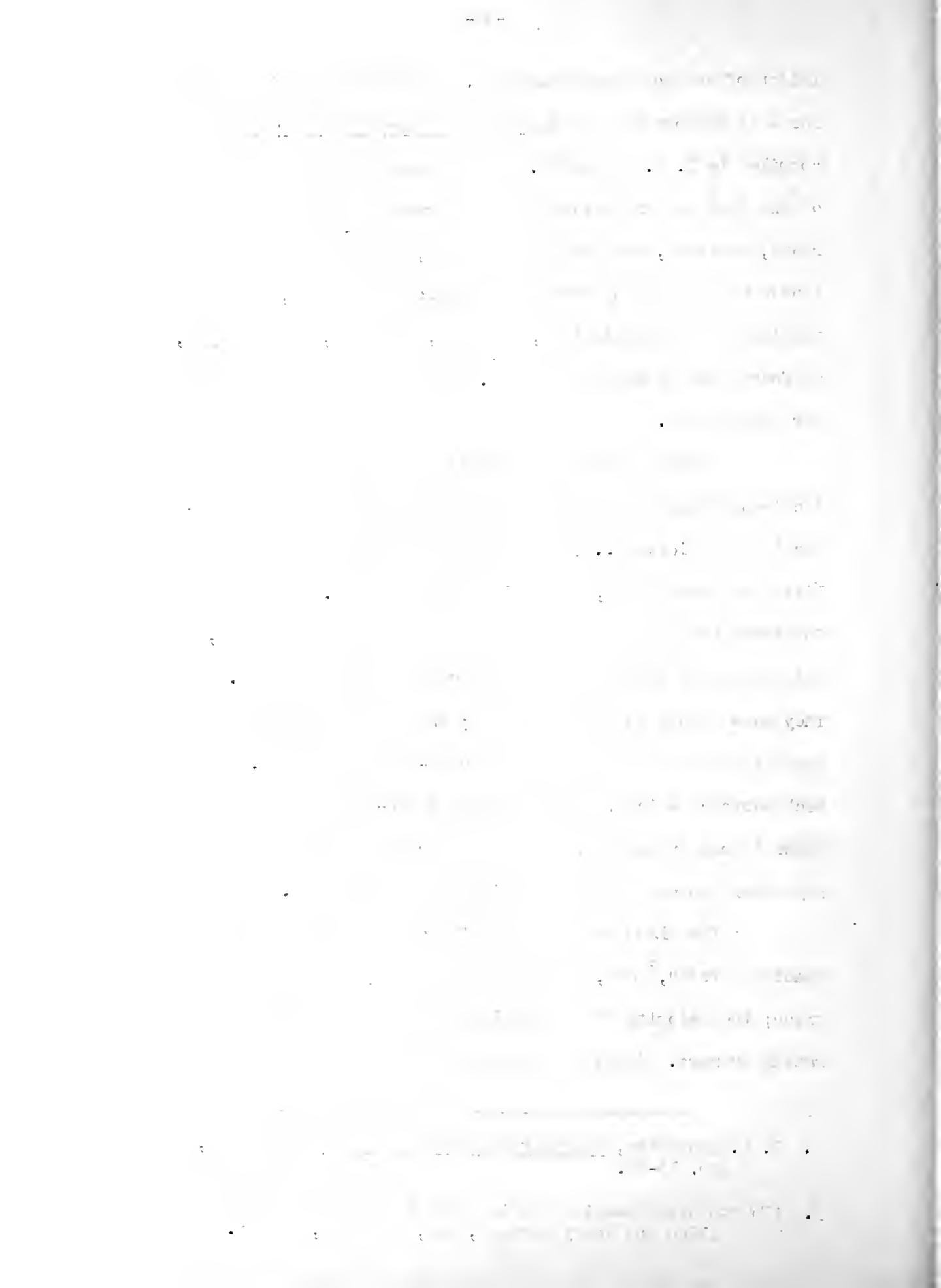
During the time the pupils were working the seventy dictionary lessons they also practiced writing sentences correctly from dictation. The materials and procedures are listed in Exercise IV, page 101 of the Appendix. Each week for three weeks these sentences were dictated to the class, and they wrote them as nearly correctly as they knew how. They were turned in to the teacher; she checked each mistake and returned the papers for them to re-write correctly. Then each sentence which the pupil failed to re-write correctly was shown to him in its best form and he wrote it twice without any errors so as to affix the right way in his mind.

The class was given the "Alice and Jerry Reading Readiness Test",<sup>3</sup> Row, Peterson and Company, for the fourth grade; the majority of the pupils rated high with only three rating average. (Page 105 of the Appendix)

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2. E. L. Thorndike, Thorndike Century Beginning Dictionary, pp. 15-83.

3. "Fourth Grade Reading Readiness Test for Use with the Alice and Jerry Series", Row, Peterson, and Co.

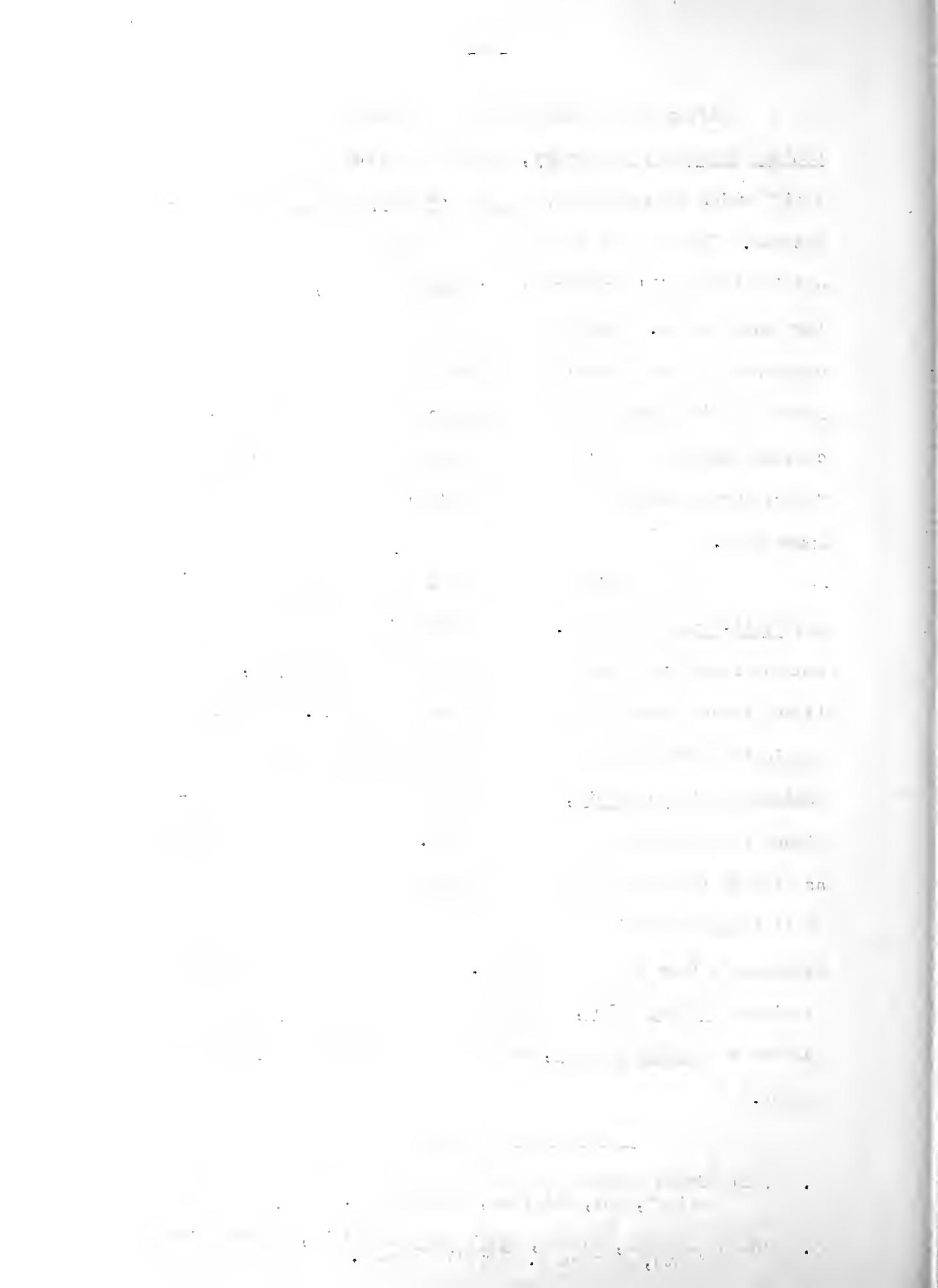


After completing the seventy lessons in the Thorndike Century Beginning Dictionary, the "Fifth Grade Reading Readiness Test"<sup>4</sup> which accompanies the Alice and Jerry Series were administered. (Page 113 of the Appendix) These readiness tests examine the pupil's reading comprehension, speed, and vocabulary development. The fact that the class average in reading comprehension and vocabulary mastery on this test was between fifth and sixth grade levels became apparent due to the increased number of pupils falling from a score of high on the "Fourth Grade Reading Readiness Test" to average on the Fifth Grade Form.

All the pupils were then started reading lessons in the Skill-Text materials. Those two pupils who were on the fourth grade level worked ten lessons each in Uncle Ben, which is the fourth grade level book in these materials. Those rating within the fifth grade level in reading attainments began their assignments in Tom Trott, the book of the series which was designed for fifth grade reading ability. Those pupils who rated as high as the sixth grade were required to do only ten lessons of fifth grade difficulty to acquaint them with the type of assignments they were to complete. The sixth grade work book is titled Pat the Pilot, while the seventh and eighth grade volumes are Modern Reading, Book I and Book 2 of the Skill-Text Series.<sup>5</sup>

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4. "Fifth Grade Reading Test for Use with the Alice and Jerry Series", Row, Peterson, and Company.
5. Eleanor Johnson, Editor, Skill Text Materials, fourth through eighth, Charles E. Merrill Company.



After the group had worked with Skill-Text materials for two weeks, the Sixth Grade Reading Readiness Test<sup>6</sup> was administered. The degree of frustration was apparent from complaints, squirming, and the like, as well as the number of pupils rating average and low on the test.

An hour and a half of each day for six weeks was devoted to reading the various lessons on the pupils' own reading levels, taking tests on the lessons just read, checking the tests for errors, and recording the errors made in each type of reading ability practiced and tested. The materials were organized so that each lesson was mounted on a sheet of cardboard with its test sheet on the reverse side. The answer sheets were kept in a separate file. Each child had mimeographed sheets of paper on which to write his answers to each test. He also had a record sheet on which to record his five scores on each test taken.

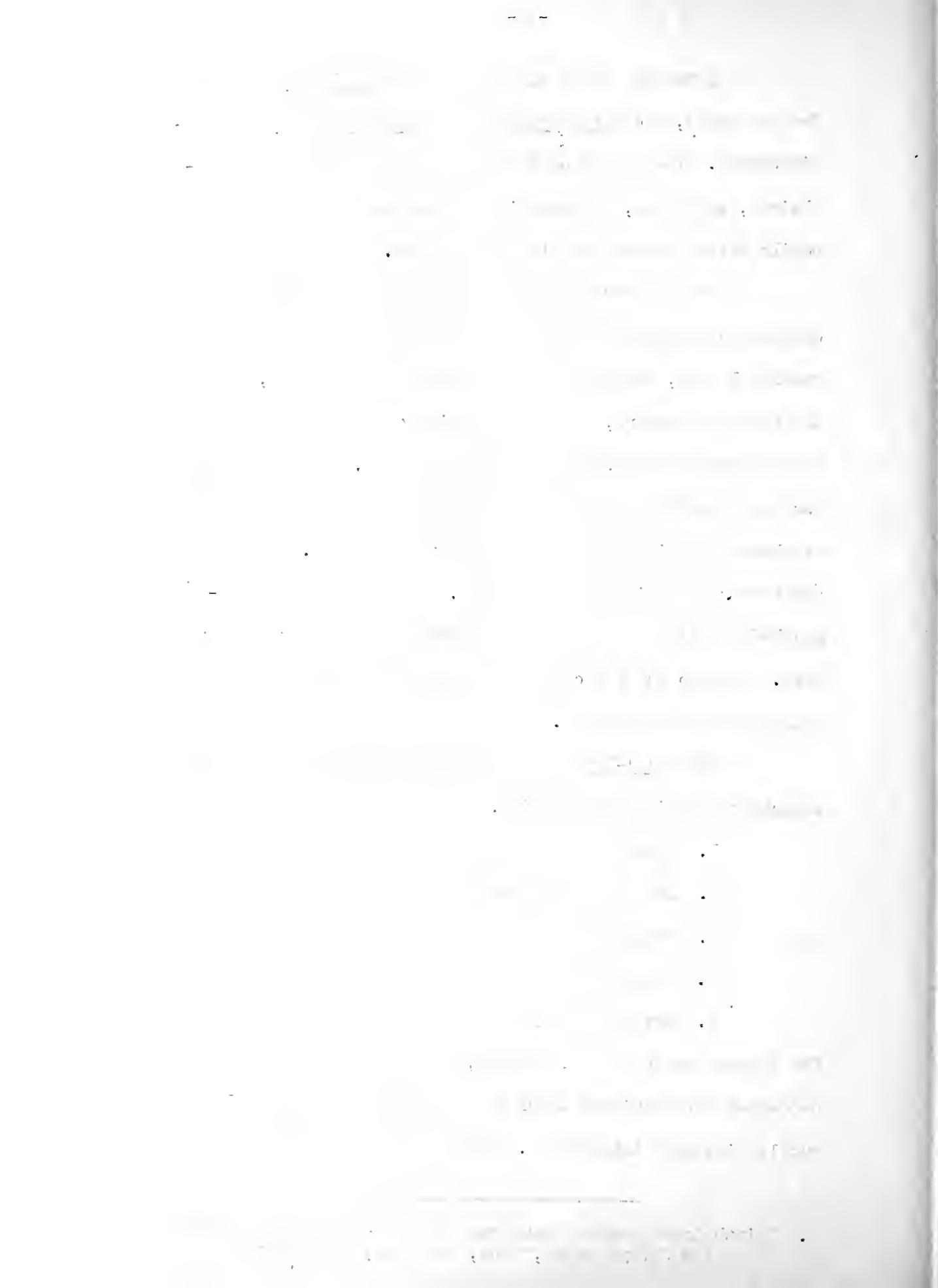
The Skill-Text materials concentrate on the following aspects of reading and spelling:

1. Understanding Ideas
2. Interpreting Ideas
3. Organizing Ideas
4. Word Study
5. New Word Study

The lessons on the sixth, seventh, and eighth grade levels are concerned with subjects which retarded junior high school pupils find most interesting. The routine involved in the

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6. "Sixth Grade Reading Readiness Test for Use with the Alice And Jerry Series," Row, Peterson, and Company



process of completing lessons on all levels of these materials demands careful attention to details and consistent work habits.

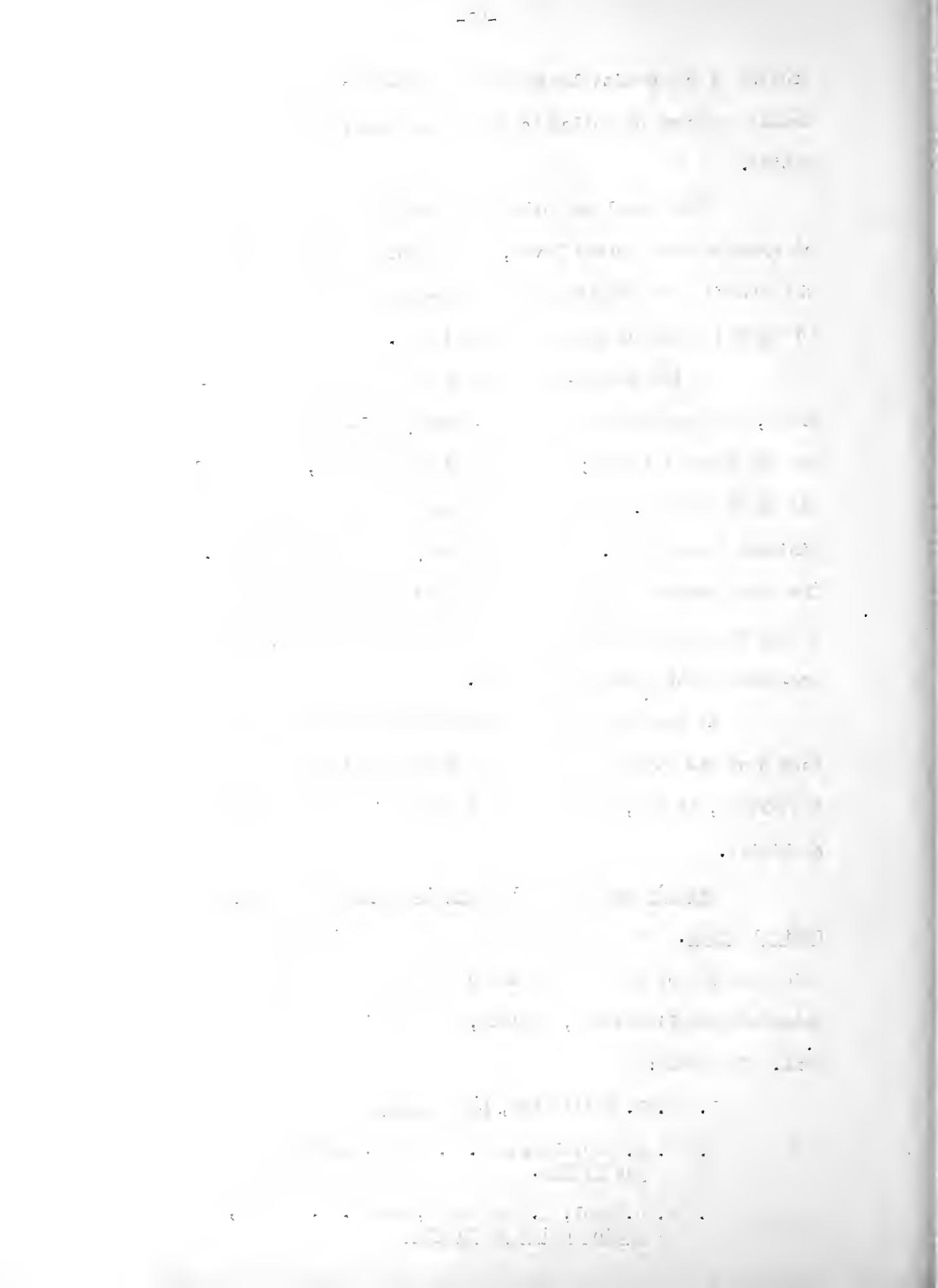
Each pupil was allowed to progress at his own rate of speed within a grade level, and as soon as indicated by the quantity and quality of lessons completed he was encouraged to begin lessons on the next grade level.

Of the twenty-five pupils participating in the 8-5 group, one boy completed seventy-eight Skill-Text lessons in the six weeks allotted; one finished forty-eight, and a girl did forty of them. On the other side of the picture, ten boys finished ten or less. The average was twenty-four lessons. The three pupils completing the most lessons are now working in eighth grade materials while the slowest ten are just now beginning sixth grade assignments.

At the end of the eleventh week of experimentation Form H of the Stanford Achievement Test was given to determine the extent, if any, of improvement in reading and spelling abilities.

Methods and Materials Used in Instruction of the Control Group. The materials used in the English classes in which members of the control are placed consist of the state adopted literature, speller, and English composition text. These are:

1. L. E. Billington, Using Words
2. M. A. Neville and L. W. Payne, Exploring New Fields.
3. H. G. Paul, I. Kincheloe, and J. W. Ramsay, Junior Units in English



The work book, Essentials in English, published by McCormick, Mather was used in one of the classes for skill in sentence analysis and punctuation.

The teaching techniques are those recommended for use with regular eighth graders, such as the spelling lessons which recommend dividing the words into syllables, recognition of prefixes, stems, and suffixes, and the use of synonyms, antonyms, and homonyms. All these words are taken from an eighth grade word list and no special effort is made to regress to a fifth or sixth grade level for the benefit of those few who are participating on those levels. The grade level of the literature book is that of the eighth. The stories are read, discussed in class, various aspects emphasized, and the pupils are checked on their assimilation of them.

Much time is devoted to reading in their eighth grade social studies books. The teachers have taught them much about outlining materials for the purpose of obtaining information and the development of good study habits. Reading skills are also developed in the use of the Junior Scholastic which contains lessons in social studies, current events, sports stories, crossword puzzles, jokes, and word studies.

The curriculum is so organized as to fit the needs of regular eighth graders and the materials and methods employed were chosen for the purpose of teaching pupils of eighth grade abilities. Those pupils who have sufficiently high intelligence quotients and who make the necessary effort profit from this regular eighth grade instruction to a desired degree.



## CHAPTER VI

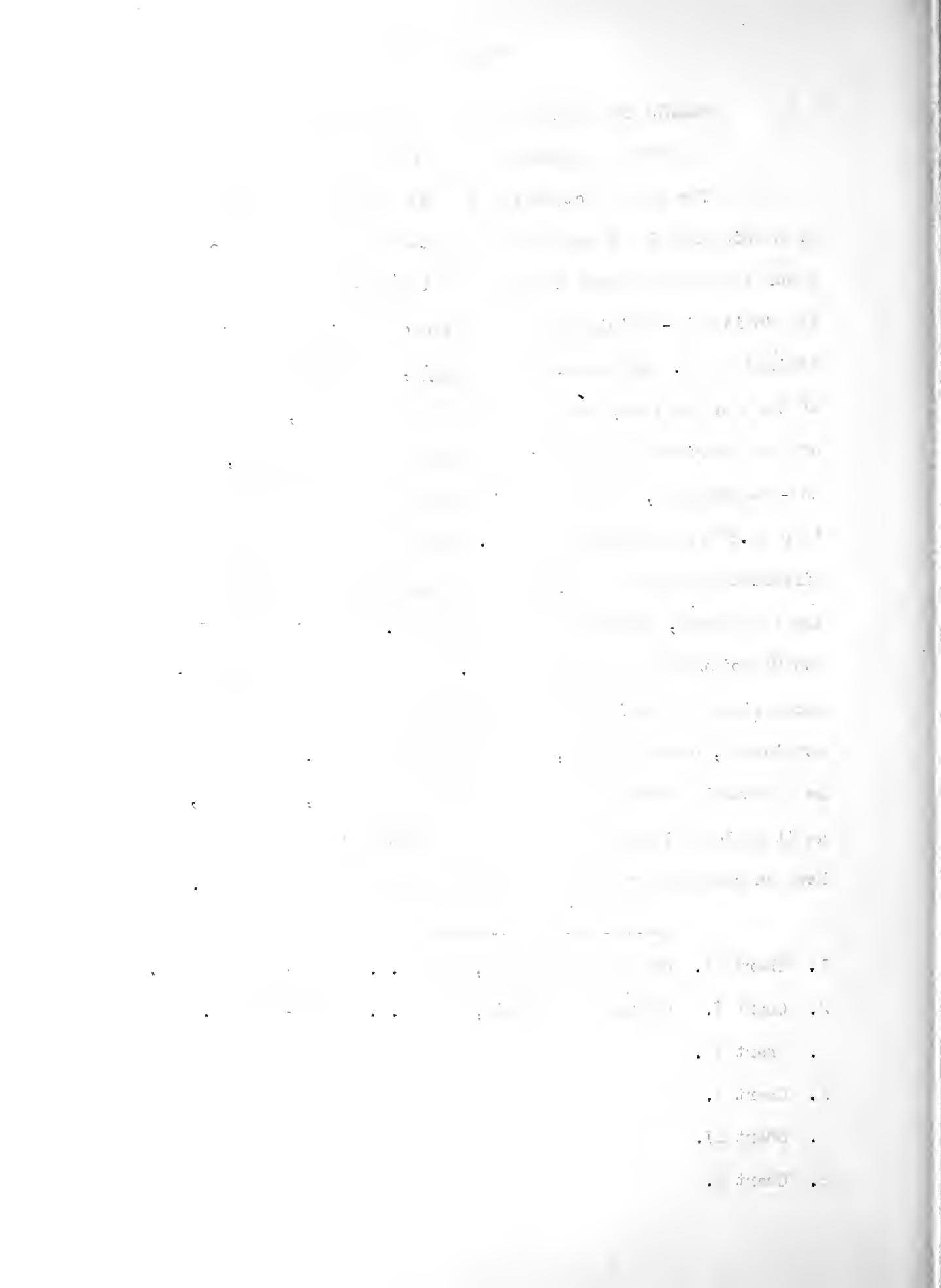
### RESULTS OBTAINED IN INSTRUCTION OF EXPERIMENTAL

#### GROUP AS COMPARED WITH THOSE OF CONTROL GROUP

The first fact worthy of note that became apparent when this experiment was first initiated was the extent to which the control group approximated the experimental on both the "Otis Self-Administering Intelligence Test" and the "Beta Revised Test". The average on the Otis, an intelligence test of the reading type, for the control group was  $83^1$ , while that of the experimental was  $82^2$ ; the scores on the Beta Test, a non-reading type, revealed an  $87^3$  for the control as compared to a  $90.8^4$  for the project group. In appraising the average differences between the Otis and the Beta Tests for each of the two groups, there was an average of  $3.4^5$  for the Control and  $9^6$  points for the experimental. This variation in differences might be considered significant in view of the higher attainment, on an average, of the control members. This would be a natural result of the differences in reading, I believe, as it would be logical to suppose that better readers would have an advantage over poorer readers on a reading type test.

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1. Chart II. Comparison of Otis, Beta I.Q. Scores-Experimental.
2. Chart I. Comparison of Otis, Beta I.Q. Scores-Control.
3. Chart II.
4. Chart I.
5. Chart II.
6. Chart I.

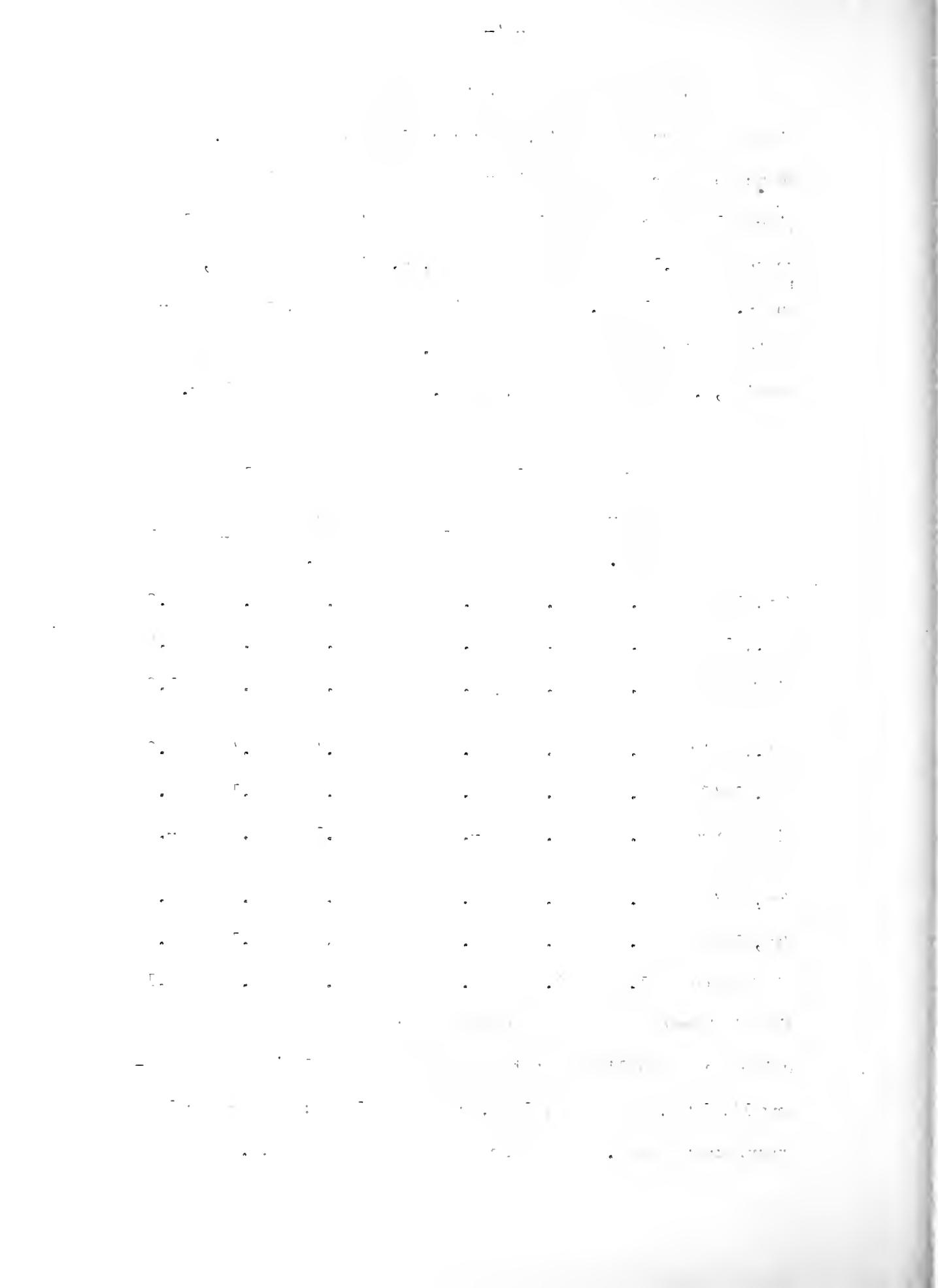


The results of the achievement tests which were given in February of 1949, as recorded below in Chart V, shows the average rate of improvement from May of 1948 (incomplete records) until February of 1949 for the control group to be .1 in paragraph meaning, -.7 in word meaning, and -.9 in spelling. Compared with these scores, the experimental pupils scored an average of .2 of a grade on paragraph meaning, .2 on word meaning, and -.2 of a term on spelling.

CHART V

	Experimental			Control		
	Para- graph Mean.	Word Mean- ing	Spell- ing	Para- graph Mean.	Word Mean- ing	Spell- ing
May, 1949	6.5	6.5	5.8	7.2	6.9	6.3
Feb., 1949	5.7	5.7	5.3	6.4	6.4	5.3
Difference	.8	.8	.5	.8	.5	1.0
Feb., 1949	5.7	5.7	5.3	6.4	6.4	5.3
May, 1948	5.5	5.5	5.5	6.3	7.1	6.2
Difference	.2	.2	-.2	.1	-.7	-.9
May, 1949	6.5	6.5	5.8	7.2	6.9	6.3
May, 1948	5.5	5.5	5.5	6.3	7.1	6.2
Difference	1.0	1.0	.3	.9	-.2	.1

The differences between the two groups as recorded on Chart V which were established by the two sets of pupils between February 14, 1949, and May 4, 1949, read as follows: The control group progressed .8 of a year in paragraph meaning, .5 of a



term in word meaning, and 1.0 entire year in spelling during the eleven weeks of the experiment. In this same period of time the experimental class demonstrated an improvement of .8 of a year in paragraph meaning, .8 in word meaning, and .5 in spelling. Also recorded in Chart V is the amount of progress experienced by the two groups (only partial scores) between May of 1948 and May of 1949. These are: for the control group, an average of .9 year in paragraph meaning, -.2 in word meaning, and .1 in spelling; the experimental group progressed 1.0 year in paragraph meaning, 1.0 year in word meaning, and .3 of a term in spelling.

Upon comparing the various factors recorded in Charts VI, VII, and VIII below, the differences between the two groups at three different times may be stated as: In May of 1948 the Control Group rated .8, 1.6, and .7 higher than the Experimental Pupils in paragraph meaning, word meaning, and spelling, respectively.

CHART VI

Stanford Achievement Test, Form D

(Partial record of scores)

May, 1948	Paragraph Meaning	Word Meaning	Spelling
Control	6.3	7.1	6.2
Experimental	5.5	5.5	5.5
Difference	.8	1.6	.7

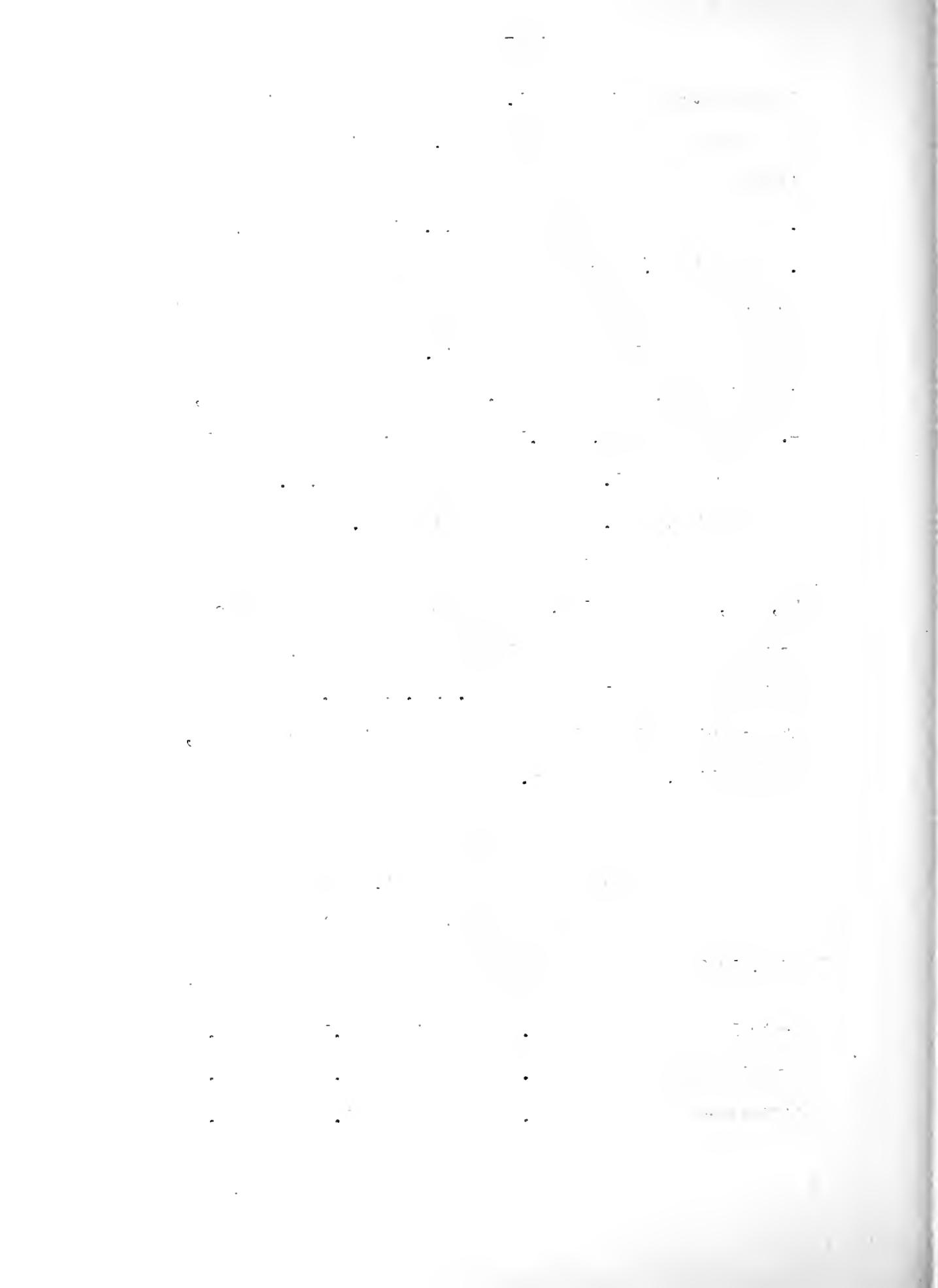


CHART VII

Stanford Achievement Test, Form F

Feb., 1949	Paragraph Meaning	Word Meaning	Spelling
Control	6.4	6.4	5.3
Experimental	5.7	5.7	5.3
Difference	.7	.7	.0

CHART VIII

Stanford Achievement Test, Form H

May, 1949	Paragraph Meaning	Word Meaning	Spelling
Control	7.2	6.9	6.3
Experimental	6.5	6.5	5.8
Difference	.7	.4	.5

By February 11, 1949, this superiority had changed to .7, .7, and .0 year's achievement in the three respective areas. When the final achievement test was given May 4, 1949, the average superiority of the control students had decreased to .7 on paragraph meaning, .4 in word meaning, and .5 years in spelling.

Chart III, page 62, shows a comparison of the achievements of individual members of both groups as recorded on February 14, 1949. These pupils were matched as nearly similar, one person to another, as was possible, using intelligence quotients as the primary factor in evaluation; also considered, however were physical well-being, scholastic achievements in reading and spelling; and socio-economic status.

A careful analysis of each pupil's achievement on

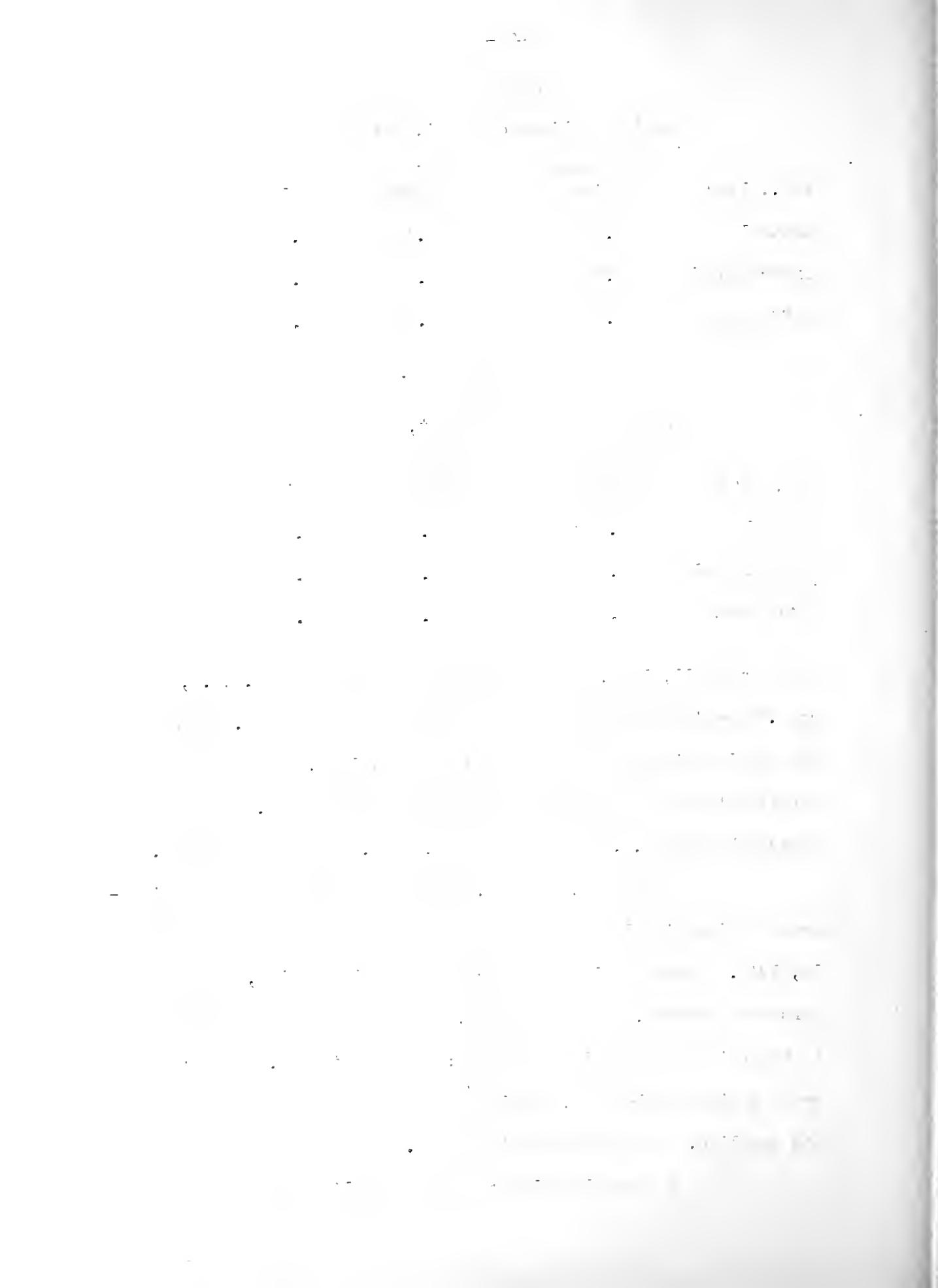


CHART IV

Experimental Group				Control Group			
Pupils	Para-graph Mean.	Word Mean- ing	Spell- ing	Pupils	Para- graph mean.	Word Mean- ing	Spell- ing.
A	6.8	6.4	4.3	A	7.2	6.0	8.5
B	5.9	6.8	4.9	B	7.2	6.6	5.5
C	6.8	6.2	5.2	C	7.4	6.8	5.8
D	7.4	8.1	11.4	D	7.6	7.2	6.4
E	6.0	7.2	6.2	E	7.6	6.4	4.4
F	5.8	5.9	5.9	F	7.0	5.6	4.4
G	6.0	6.2	5.6	G	8.5	8.3	8.5
H	7.8	7.0	5.9	H	6.4	7.0	7.0
I	8.1	7.0	5.9	I	6.2	6.6	5.1
J	7.2	7.0	5.8	J	7.4	6.4	6.2
K	5.1	5.5	4.2	K	6.4	6.2	7.2
L	5.9	6.2	6.6	L	6.0	6.2	4.6
M	5.9	7.2	5.1	M	7.0	8.1	5.8
N	7.2	7.6	5.2	N	6.6	6.6	4.7
O	6.0	6.6	6.6	O	6.8	6.8	7.0
P	7.6	6.2	9.5	P	7.8	7.8	6.2
Q	7.4	7.0	6.6	Q	8.8	6.4	6.6
R	5.5	5.8	4.4	R	10.3	6.8	6.6
S	6.2	5.9	5.1	S	5.8	6.0	6.6
T	5.4	5.9	5.4	T	9.8	8.1	7.2
U	6.8	6.0	5.5	U	7.2	7.6	7.0
V	7.2	6.6	5.4	V	7.2	6.2	6.2
W	5.9	6.2	5.0	W	6.0	6.2	5.8
X	5.2	6.8	5.5	X	5.6	8.5	8.3
Y	5.0	6.2	5.6	Y	Withdrew from School		
Z	8.1	6.2	5.4	Z			
Average	6.5	6.5	5.8		7.2	6.9	6.3

Comparison of Results obtained May 4, 1949, on Stanford Achievement Test, Form H

May 4, 1949



May 4, 1949, as stated in Chart IV, page 76a, reveals that no one member of any particular couple has greatly outdistanced, within the eleven weeks' period, the person with whom he is paired. Some of them progressed more rapidly than their running mates, but these have tended to progress more rapidly during most of their school years as witnessed by the fact that their attainment at the beginning of the experiment was superior to that of their partners. In the same way, those who retrogressed tended to maintain approximately the same relation to each other.

Of all the results obtained from the entire experiment, the most interesting and spectacular were those recorded on Charts IX and X, pages 78 and 79. Here is demonstrated the extent to which the individual members of the experimental group profited or failed to profit from the intensive instruction in reading to which they were exposed for eleven weeks; also shown is the rate of progress of the control pupils who were taught as regular eighth graders.

In the experimental group the least amount of improvement by an individual pupil on the three phases of reading, paragraph meaning, word meaning, and spelling, was .0, .0, and .1, respectively; the highest degree of improvement on the same three language art phases were 2.7, 3.0, and 1.5. The class average of improvement was .7 for paragraph meaning, .8 for word meaning, and .6 years in spelling -- this in a period of only eleven weeks.

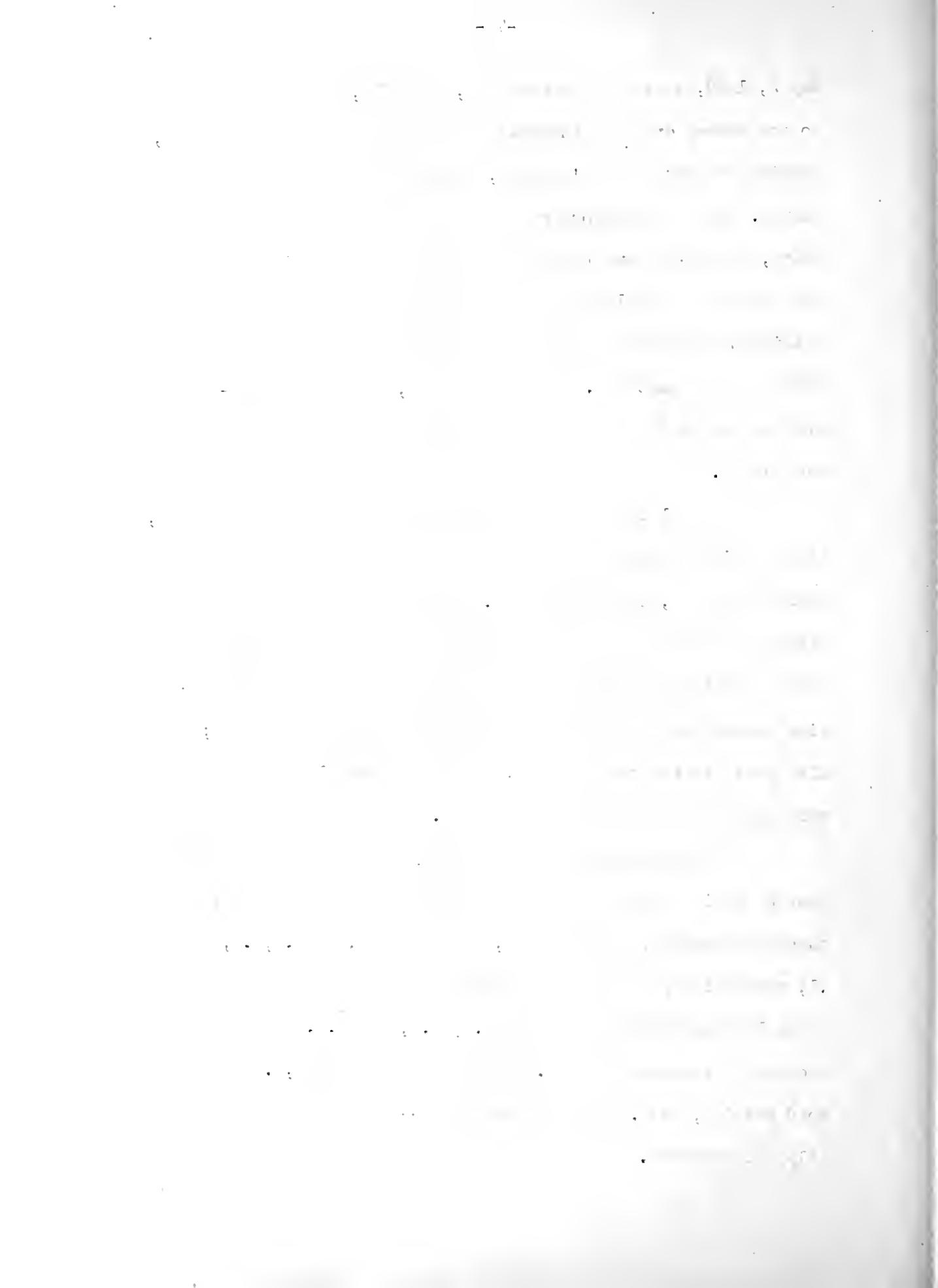


CHART IX  
IMPROVEMENT OF EXPERIMENTAL GROUP  
from

FEBRUARY 14, 1949 TO MAY 4, 1949

Pupils	February, 1949			May, 1949			Improvement		
	Para- graph	Word Mean- ing	Spell- ing	Para- graph	Word Mean- ing.	Spell- ing	Para- Graph Mean- ing.	Word Mean- ing.	Spell- ing
A	5.5	5.8	4.2	6.8	6.4	4.3	1.3	.6	.1
B	4.6	5.2	4.2	5.9	6.8	4.9	1.3	1.6	.7
C	6.8	6.2	4.6	6.8	6.2	5.2	.0	.0	.6
D	6.6	6.2	10.0	7.4	8.1	11.4	.8	1.9	1.4
E	6.4	6.6	6.0	6.0	7.2	6.2	-.4	.6	.2
F	5.2	5.8	6.0	5.8	5.9	5.9	.6	.1	-.1
G	5.6	5.4	5.0	6.0	6.2	5.6	.4	.8	.6
H	6.2	5.6	5.0	7.8	7.0	5.9	1.6	1.4	.9
I	6.0	5.9	5.0	8.1	7.0	5.9	2.1	1.1	.9
J	5.4	6.8	5.4	7.2	7.0	5.8	1.8	.2	.4
K	4.4	4.8	4.1	5.1	5.5	4.2	.7	.7	.1
L	5.4	6.4	5.8	5.9	6.2	6.6	.5	-.2	.8
M	5.8	5.6	4.4	5.9	7.2	5.1	.1	1.6	.7
N	6.6	4.8	5.9	7.2	7.6	5.2	.6	2.8	.2
O	6.0	6.4	6.4	6.0	6.6	6.6	.0	.2	.2
P	6.4	7.4	9.0	7.6	6.2	9.5	1.2	-1.2	.5
Q	6.2	6.8	6.0	7.4	7.0	6.6	1.2	.2	.6
R	7.4	5.7	4.6	5.5	5.8	4.4	-1.9	.1	-.2
S	5.3	6.6	4.4	6.2	5.9	5.1	.9	-.7	.7
T	5.2	4.8	5.0	5.4	5.9	5.4	.2	1.1	.4
U	5.0	5.0	4.6	6.8	6.0	5.5	1.8	1.0	.9
V	5.6	5.2	4.4	7.2	6.6	5.4	1.6	1.4	1.0
W	5.0	5.8	4.4	5.9	6.2	5.0	.9	.4	.6
X	6.4	3.8	4.0	5.2	6.8	5.5	-1.2	3.0	1.5
Y	5.2	5.4	5.0	5.0	6.2	5.6	-.2	.8	.6
Z	5.4	5.4	5.0	8.1	6.2	5.4	2.7	.8	.4
Average Improvement							.7	.8	.6



CHART X

IMPROVEMENT OF CONTROL GROUP  
from  
FEBRUARY 14, 1949 to MAY 4, 1949

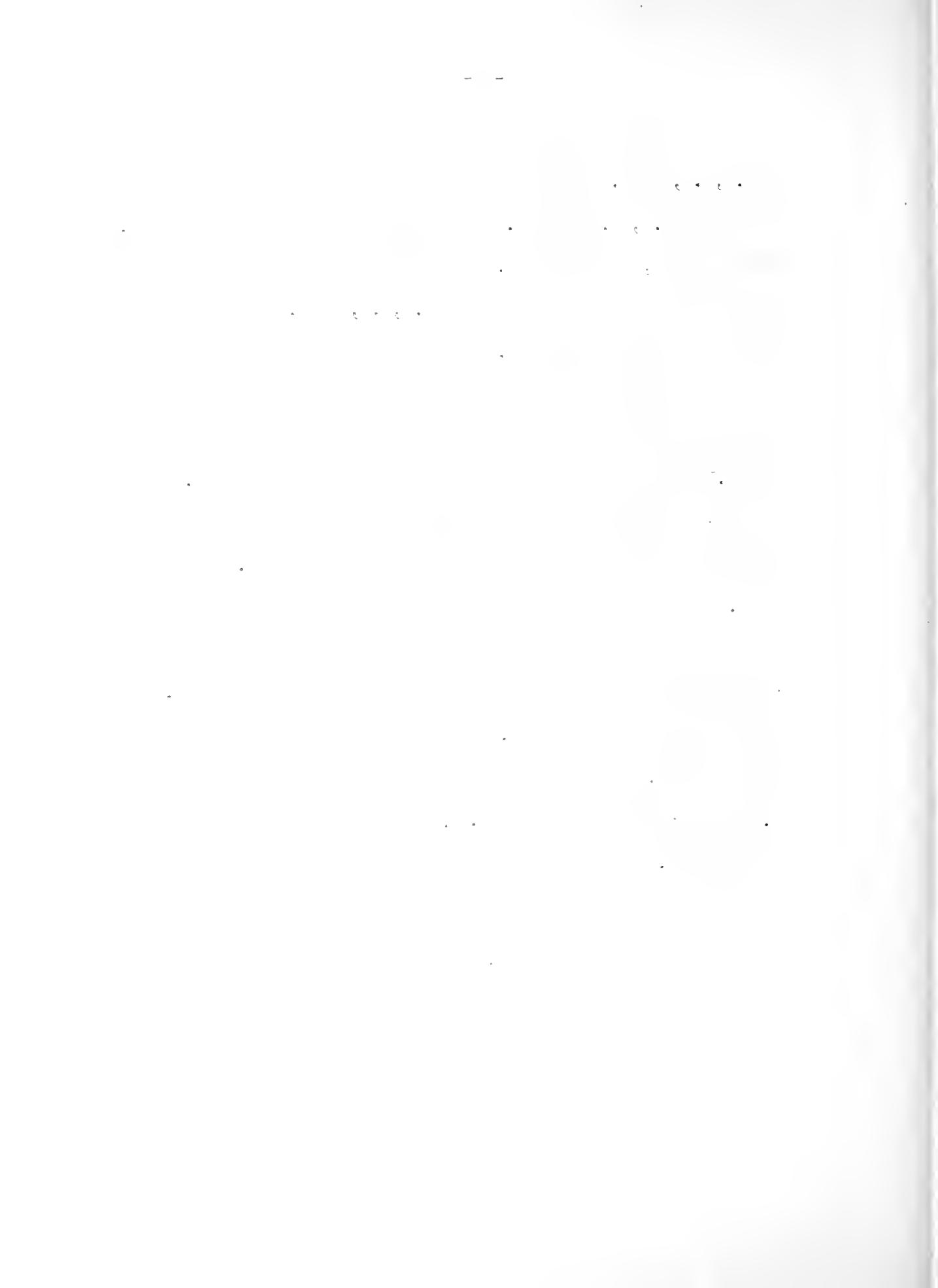
Pupils	February 14, 1949			May 4, 1949			Improvement		
	Para-graph mean.	Word Mean- ing	Spell- ing	Para-graph Mean.	Word Mean- ing	Spell- ing	Para-graph mean.	Word Mean- ing	Spell- ing
A	7.0	7.0	7.2	7.2	6.0	8.5	.2	-1.0	1.3
B	5.6	5.2	5.3	7.2	6.6	5.5	1.6	1.4	.2
C	8.3	8.3	5.0	7.4	6.8	5.8	-.9	-1.5	.8
D	5.8	6.2	5.2	7.6	7.2	6.4	.8	1.0	1.2
E	6.6	6.4	5.4	7.6	6.4	4.4	1.0	.0	-1.0
F	6.7	7.2	5.5	7.0	5.6	4.4	.3	-1.6	-1.1
G	8.1	9.3	6.5	8.5	8.3	8.5	.2	-1.0	2.0
H	6.6	7.4	6.2	6.4	7.0	7.0	-.2	-.4	.8
I	5.0	5.6	5.0	6.2	6.6	5.1	1.2	1.0	.1
J	5.6	5.6	4.5	7.4	6.4	6.2	1.8	.8	1.7
K	6.6	5.5	4.6	6.4	6.2	7.2	-.2	.7	1.6
L	4.1	3.6	4.3	6.0	6.2	4.6	1.9	2.6	.3
M	6.4	6.6	5.6	7.0	8.1	5.8	.6	1.5	-1.2
N	6.0	5.0	4.4	6.6	6.6	4.7	.6	1.6	.3
O	6.4	6.7	5.6	6.8	6.8	7.0	.4	.1	1.4
P	5.8	4.9	4.5	7.8	7.8	6.2	2.0	2.9	1.7
Q	7.0	7.0	5.2	8.8	6.4	6.6	1.8	-.6	1.4
R	6.6	6.8	5.6	10.3	6.8	6.6	3.7	.0	1.0
S	7.2	4.9	4.9	5.8	6.0	6.6	-1.4	1.1	1.7
T	8.5	8.8	5.2	9.8	8.1	7.2	1.3	-.7	2.0
U	7.2	7.4	5.6	7.2	7.6	7.0	.0	.2	1.4
V	5.4	6.0	5.2	7.2	6.2	6.2	1.8	.2	1.0
W	4.2	5.8	4.5	6.0	6.2	5.8	1.8	.4	1.3
X	7.0	6.4	5.8	5.6	8.5	8.3	-1.4	2.1	2.5
Average Improvement							.8	.5	.9



The control group (Chart X, page 79) records a low of .0, .0, and .9 years of improvement on the three tests and a high of 3.7, 2.9, and 2.5 on paragraph meaning, word meaning, and spelling, respectively. The average progress during the eleven weeks for these pupils was .8, .5, and .9 years for the three areas of achievement.

Of the twenty pupils of the experimental group showing improvement in paragraph meaning the average progress was 1.1 years during eleven weeks of special instruction. Twenty-two members attained an average increase of 1 year in word meaning, and 24 pupils improved an average of .6 of a year.

The eighteen members of the control group attaining an improvement in paragraph meaning shows an increase of 1.3 years in paragraph meaning. Fifteen pupils improved an average of 1.2 years in word meaning, and twenty-one progressed 1.2 as an average in spelling. (Chart IX on page 78 and Chart X on page 79).



## CHAPTER VII

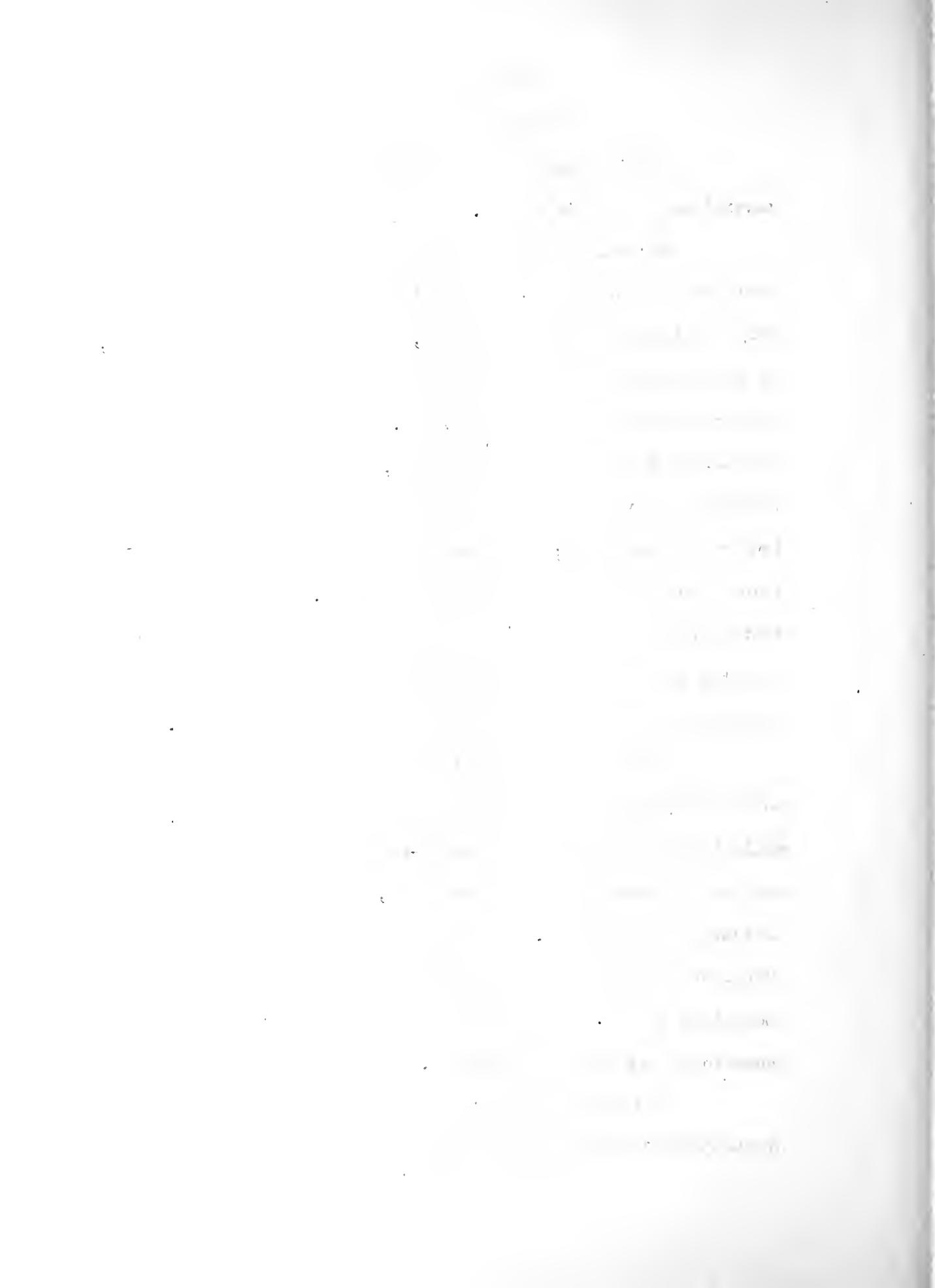
### IMPLICATIONS

The implications to be derived from this project are several and varied in nature.

Probably the first point worthy of consideration is that one group of twenty-five pupils (the control Group) having very nearly equal mental abilities, as far as can be ascertained, to another group (The Experimental Group) progresses definitely faster in school than does the other. The most conspicuous ways in which these two groups differ, other than reading and spelling achievements, are the average number of times the two groups have moved; the Experimentals having changed schools twice as often as the members of the Control. Is it possible that there is a direct relationship between changing schools so often and lack of school progress and attainment? This experiment would lead one to suspect that this may be true.

Having approximately the same innate abilities why would one group of twenty-five pupils fail only seventeen times while the others have failed twenty-eight times? If this isn't due to the transiency of the one group, this study fails to indicate a valid reason. The author suspects that the greater number of states traveled in by the Experimental group is an indication of this same impermanency rather than an index of educational and pleasurable travel.

The fact that the Sunday School and Church records of the Control group are much better than those of the other

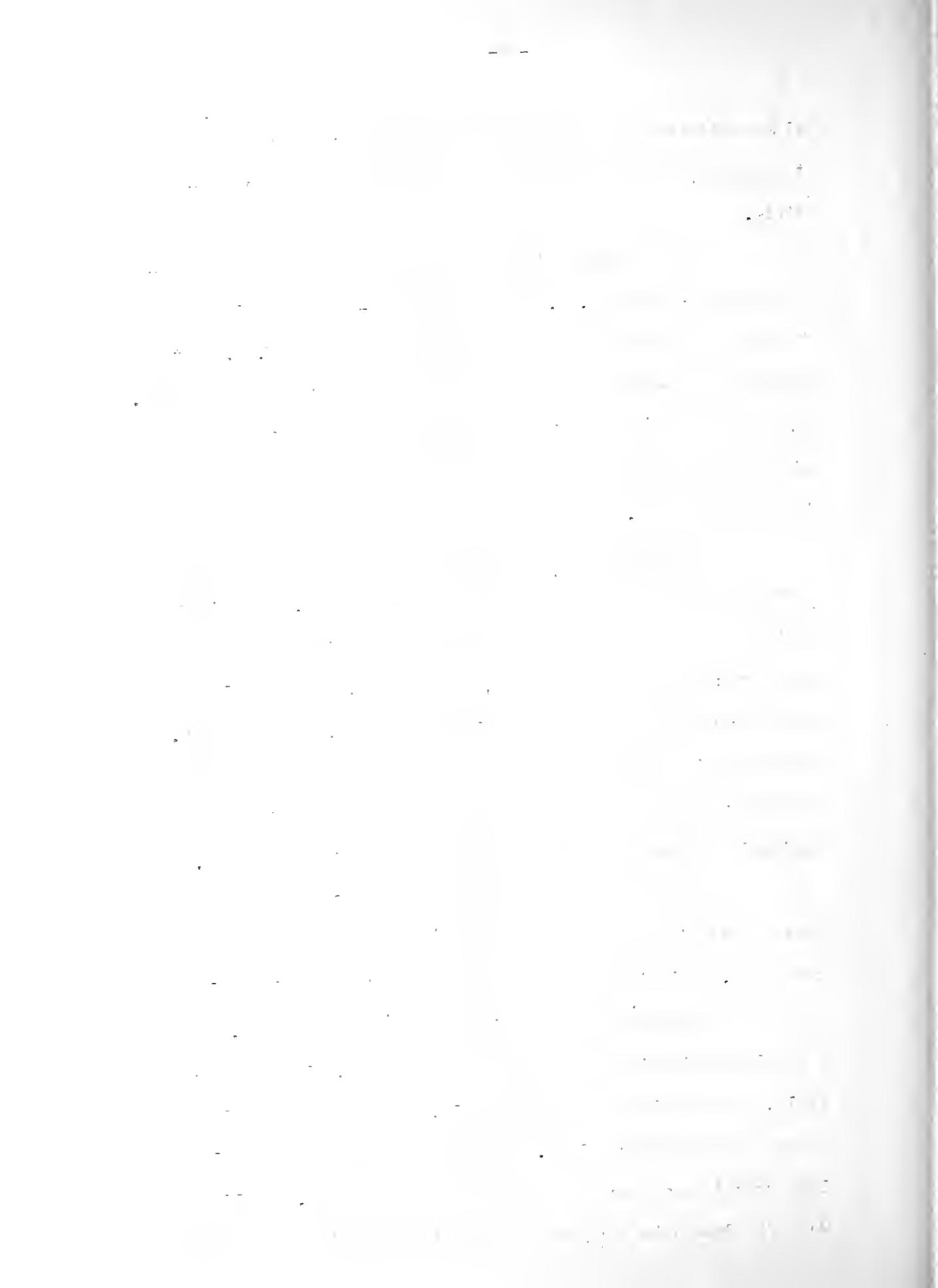


also would infer that the families of the former group tend to settle in one locality and to remain there whenever feasible.

The average difference of nine points between reading and non-reading I. Q. scores for the 8-5 group would seem to demonstrate the fact that a non-reading type of I. Q. test might give a better indication of a poor reader's innate ability. The fact that the control group scored less than half this discrepancy between the two types of tests serves to substantiate this theory.

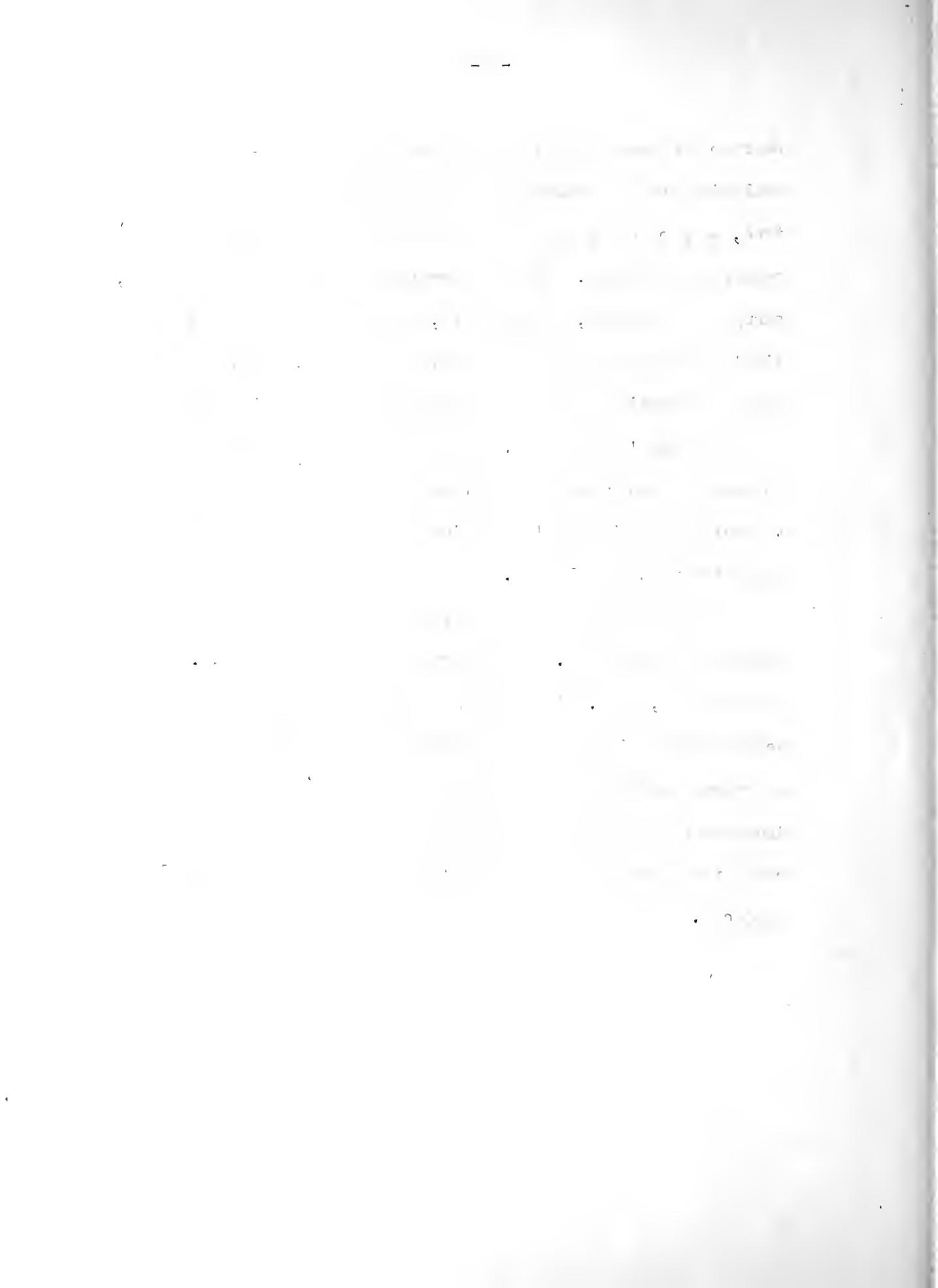
Two important inferences lie in this project which concern causes of reading failures or retardation. The first of these is the fact that no symptom of a physical handicap was found; their sight, hearing, nourishment, and general physical well-being appeared at least adequate, if not better. The second implication is that the majority of the members of the Experimental group progressed quite satisfactorily when desirable methods and materials were made available to them.

The fact that a number of the pupils in both groups retrogressed in the records of their achievements is an odd condition. Only those phases in which any individual pupil rated relatively high showed this tendency to retrogress. If a pupil was high in one ability and low in two, almost invariably, if he failed to improve in all, the high score would be the one to suffer a loss. Practically never did a pupil lose ground in a phase in which he was already low. Could we infer from this that most teachers' instruction is geared



near to the average of the class and that the high-scored abilities are not challenged by this instruction? If this is true, many of our pupils are losing achievement in our programs rather than gaining. Or should we look at these items casually, shrug our shoulders, figuratively, and assert that they just didn't feel up to par on that day? Personally, the author feels that the question delves deeper than just the possibility that the pupil didn't feel good. The author is of the opinion that in order to progress it is just as necessary for the materials to challenge the pupils' abilities as it is that instruction begin "where the child is".

The fact that the Experimental group as a whole attained an average of .7 of a year in Paragraph Meaning, .8 in Word Meaning, and .6 in Spelling during a period of only eleven weeks of intensive remedial instruction would imply that such a program maintained during an entire term of school would increase these pupils abilities to such a degree that they could then profit to a much greater extent from their school subjects.



## CHAPTER VIII

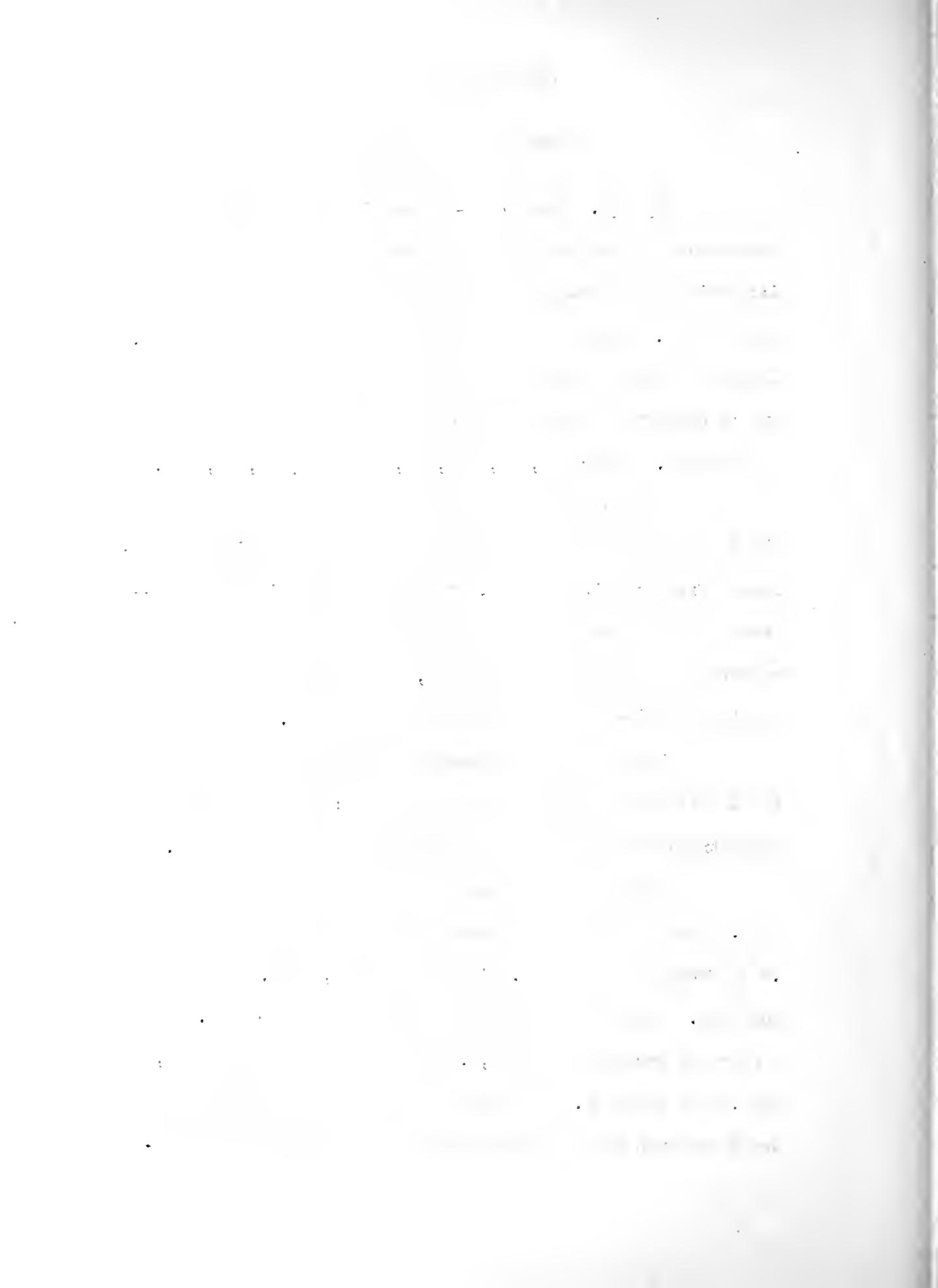
### SUMMARY AND CONCLUSIONS

Summary. The twenty-six pupils of the Experimental group were matched as closely with twenty-five pupils in regular eighth grade classes as possible to get them in the Bartow Junior High. (One moved away near the last of the Experiment.) The author makes no claims to true homogeneity in the group, but an earnest endeavor was made to match them as nearly alike as possible. (Charts I, II, III, IV, pages 59, 60, 62, 76a.)

The two groups were alike in many ways and some of the ways in which they were different apparently had no significant effect on either group. Two of the main differences between the two groups were the number of times failing and the number of times changing residence, which were both much greater for the Experimental than for the Control group.

There was no significantly large difference between the intelligence records of the two groups; the small difference demonstrated could be due to a number of different factors.

Both groups attained a desirable amount of improvement. The amount of improvement for the Control group averaged .8 in Paragraph Meaning, .5 in Word Meaning, and .9 years in Spelling. The progress for the Experimental group was .7 of a year for Paragraph Meaning, .8 of a term for Word Meaning, and .6 for Spelling. The rate of progress of the Experimental Group was much greater than is customary for them to achieve.

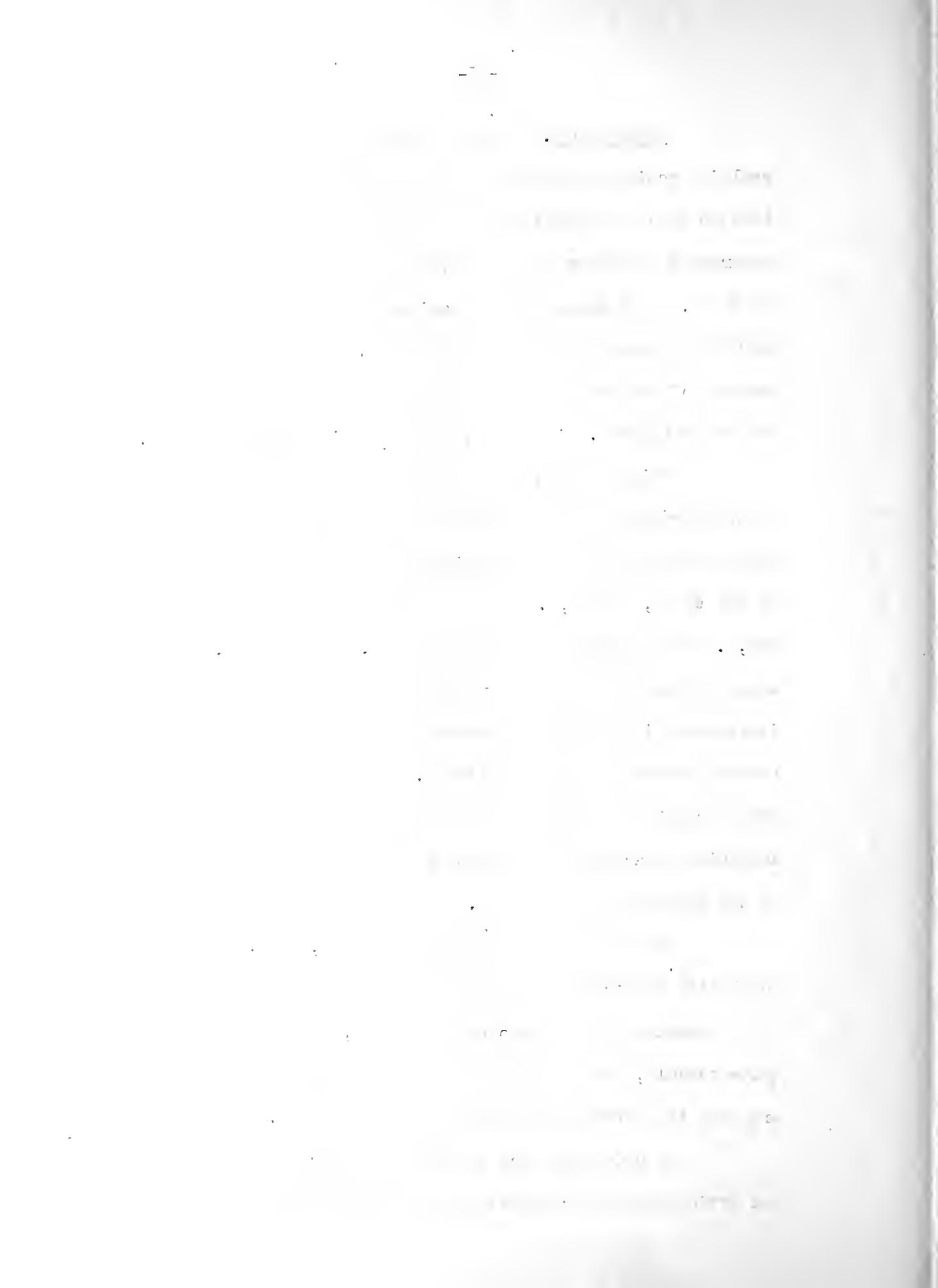


Conclusions. The amount of progress in reading and spelling achievement attained by the Experimental group would tend to refute the fact that these pupils must necessarily progress slowly even though previous to now they have tended to do so. When presented with suitable materials and effective methods of remedial reading instruction, the majority of the members of the group progressed as rapidly as the members of the control group. (Chart IX, page 78, and Chart X, page 79.)

This study has definitely tended to prove the value of the remedial reading program as organized in the Bartow Junior High School as substantiated by the average improvements of the group, namely, .7 of an entire year in Paragraph Meaning, .8 of a term in Word Meaning, and .6 in Spelling. This amount of progress which was attained in only eleven weeks of instruction is conclusive proof of the efficacy of the remedial reading program as now established. The fact that approximately two thirds of the group achieved from normal progress to and including an accelerated rate of achievement is further evidence of the success of the program.

One would be persuaded to conclude, then, that a pupil with the score of a slow learner on an intelligence test of the reading type can progress normally, and perhaps even quite rapidly, when efficient methods and suitable materials are used to instruct him in reading and spelling.

In order for such a program to operate harmoniously and efficiently the cooperation and enthusiastic assistance



of County Health Officers, County School Book Depository  
superintendent, County School Coordinator, School administra-  
tors, school nurse, teachers, and pupils are necessary.



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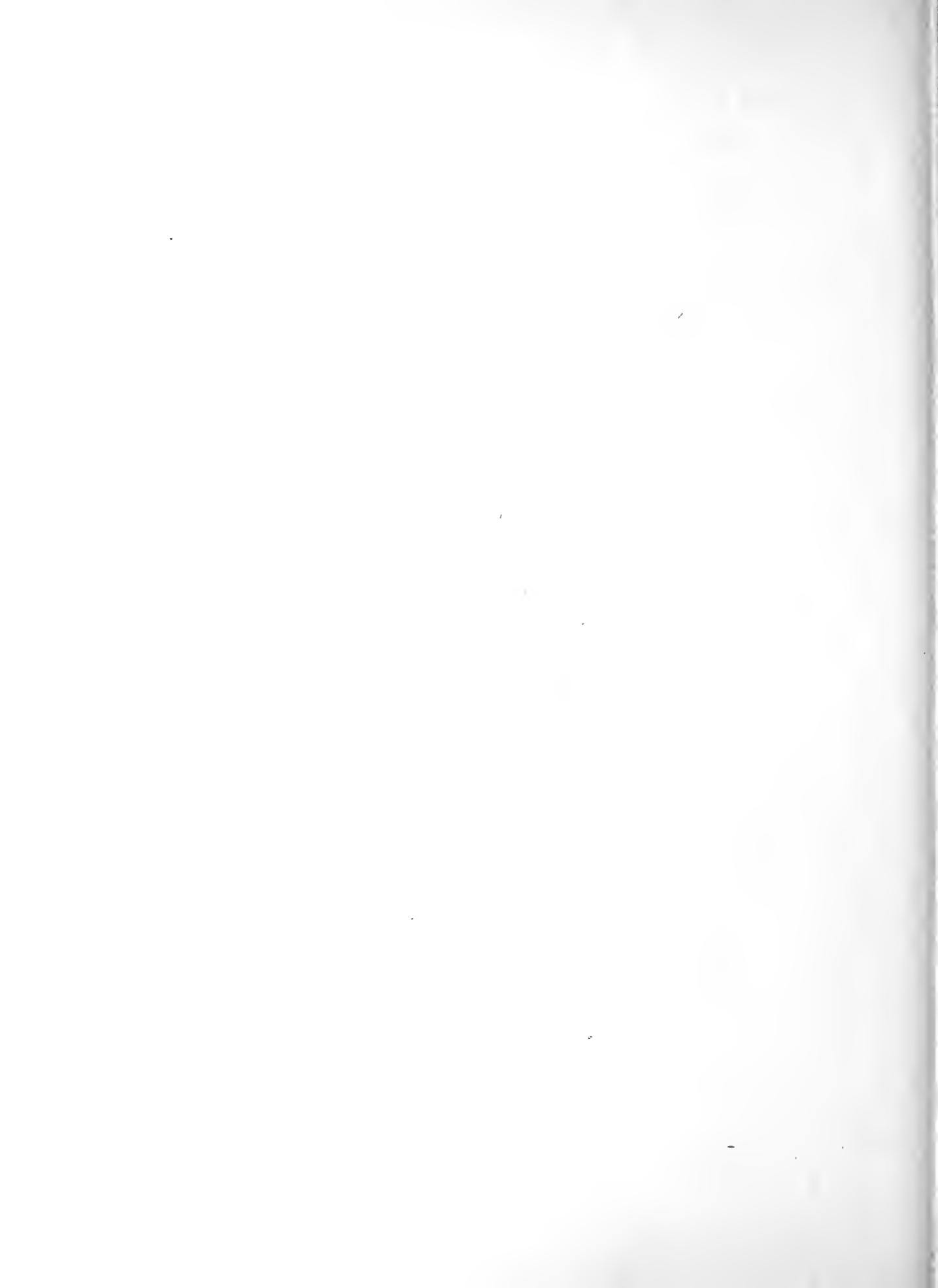
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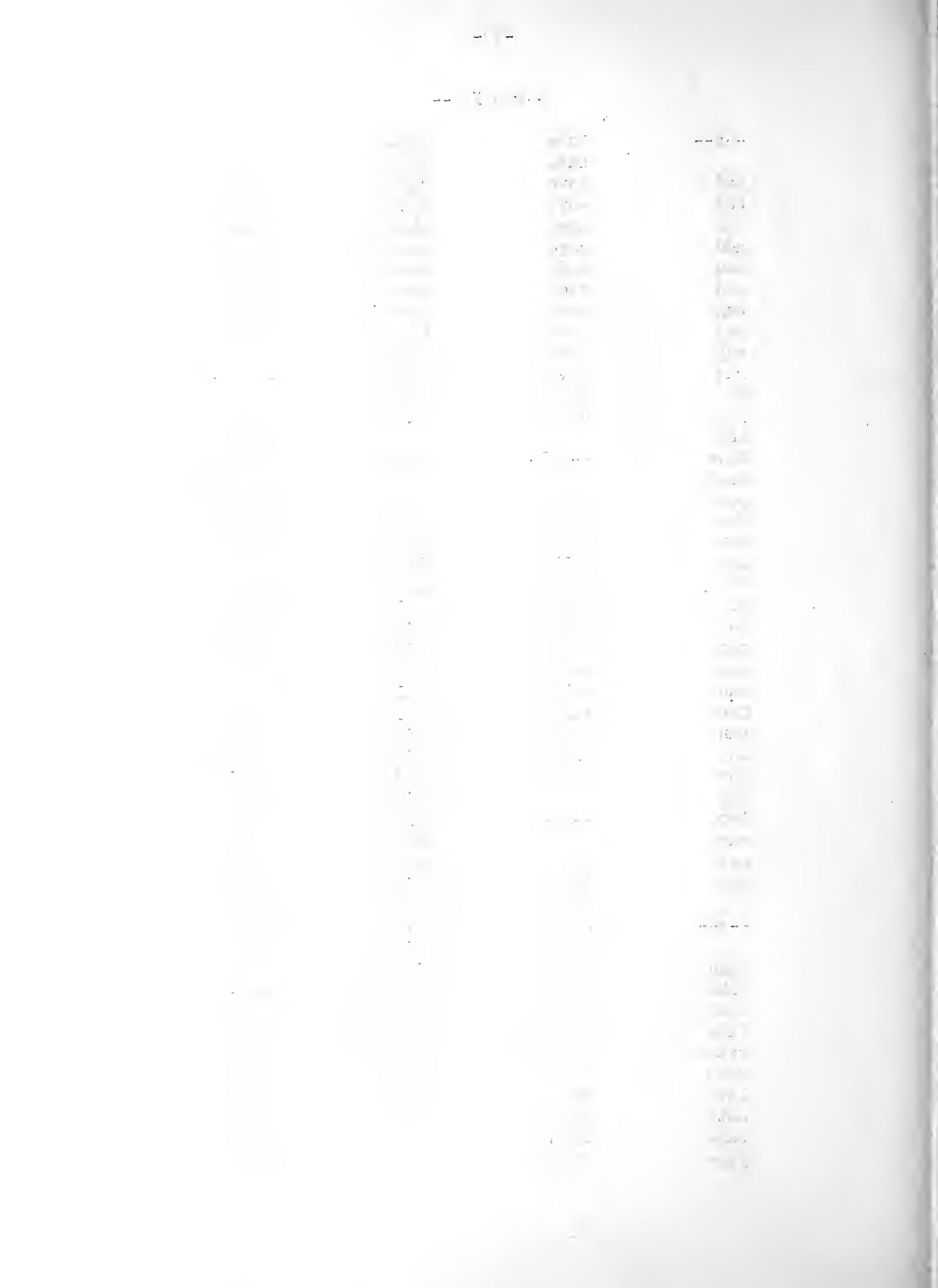


## **APPENDIX**



--PHONICS--

--a--	Came	farmer	--ake--
	same	part	
had	cave	party	make
bad	wave	star	take
sad	age	start	cake
add	cage	starting	shake
mad	safe	started	bake
pad	face	march	wake
bag	ate	marching	lake
tag	gate	large	sake
wag	made	charge	
rag	gave	mark	--au--aw--
am	race	market	
jam	case	sharp	caught
has			taught
have	--all--	--ai--	naughty
back			daughter
pack	all	pain	saucer
cat	ball	rain	because
rat	call	train	cause
hat	fall	plain	saw
sat	fallen	gain	paw
at	hall	tail	draw
pat	tall	pail	drawing
can	taller	nail	drawback
ran	tallest	mail	hawk
man	wall	sail	law
fan	walls	quail	lawn
pan	small	wait	straw
an	smaller	maid	strawberries
cap	smallest	maiden	shawl
lap		paid	crawl
tap	--ar--	afraid	claws
nap		paint	awful
map	are	faint	awfully
rap	far	raise	gnaw
	hard	raised	gnawed
--a--	card	air	jaw
	garden	hair	dawn
cake	yard	airplane	
make	dark	staris	--ay--
take	bark	upstairs	
lake	barking	downstairs	day
rake	park	fair	today
wake	arm	fairy	hay
late	car	pair	play
date	cart	chair	playing
name	barn		way
game	farm		ways



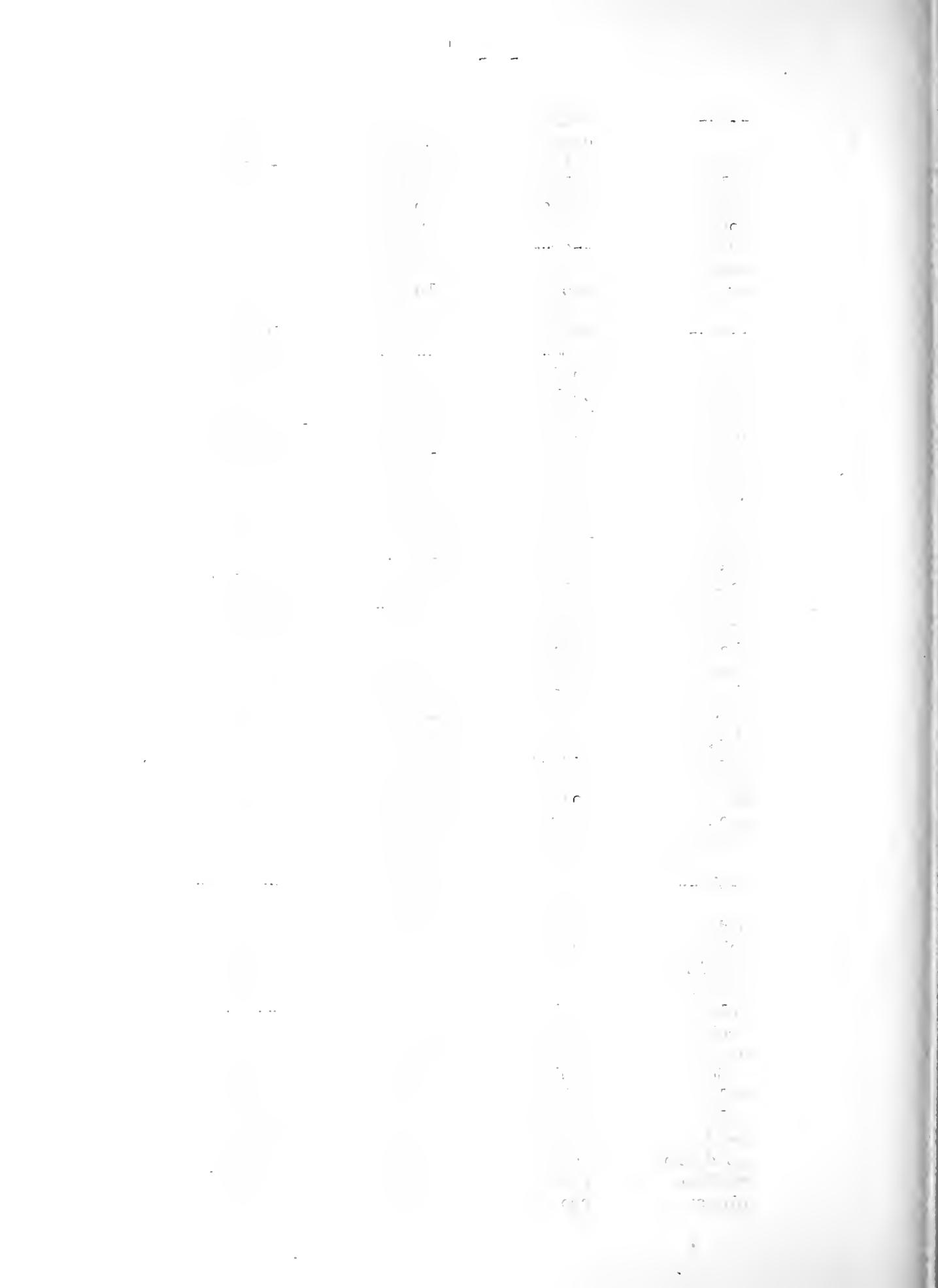
away	--e---	reach	street
always		reached	green
may	he	reaching	feed
say	me	teach	need
lay	we	teacher	needle
pay	be	teaching	feel
gay	she	peach	wheel
gray	free	peaches	teeth
clay	see	preach	week
yesterday	bee	preaching	between
pray	tree	preached	indeed
stay	three	beach	geese
staying		beaches	cheese
stayed	--ea--		
maybe		--ear--	--er--
Sunday	eat	ear	mother
Friday	eaten	fear	other
Wednesday	beat	fearing	another
Monday	beaten	feared	brother
Thursday	beating	dear	sister
Tuesday	seat	dearest	father
Saturday	seated	hear	ever
	heat	hearing	whatever
--e--	meat	near	however
	neat	nearer	butterfly
bed	neater	nearest	never
bell	neatest	nearly	every
egg	neatly	year	everyone
leg	east	yearly	everything
hen	Easter	tear	everybody
men	least	tears	after
den	peanut	--ee--	afternoon
get	pea		afterwards
fell	leaf	leaves	paper
tell		see	flower
red	sea	seen	butter
ten	squeal	seem	buttercup
wet	squealed	seed	stranger
well	squeals	bee	better
yes	dream	tree	dinner
set	dreaming	free	supper
fed	dreamed	knee	letter
let	easy	keep	newspaper
yet	easiest	deep	cracker
beg	easier	deeper	over
led	speak	sleep	cover
wet	speaking	sleepy	covered
less	squeak	sleeping	matter
pet	squeaking	asleep	river
web		sheep	older
met	--each--	meet	faster
sell		sweet	louder



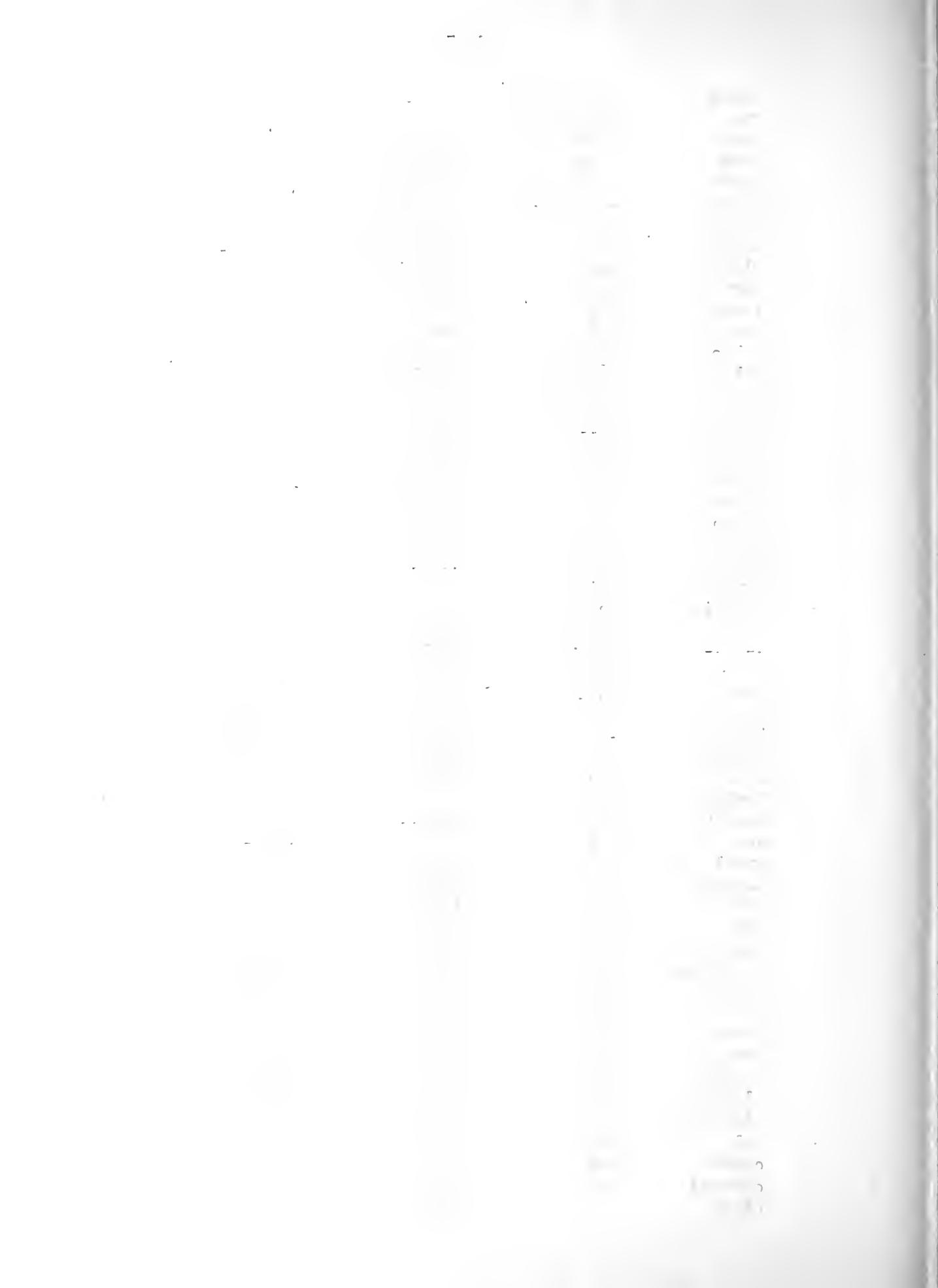
--ew--	it	died	hopping
	bit	cries	trying
new	hit	cried	singing
knew	pin	skies	bringing
mew	win	satisfied	stringing
blew	miss	tries	ring
threw	kiss	tried	swing
chewed	fit	replied	running
news	will	--ight--	getting
newspaper	hill		doing
flew	fill		flying
screw	mill	right	ringing
dew		night	swinging
chew	--i--	slight	
chewing		frightened	--ir--
grew	ice	midnight	
	kite	bright	bird
--ge--	mice	tight	girl
	ride	mighty	blackbird
age	time	light	shirt
large	hide	fright	stir
strange	like	moonlight	whirling
page	fine	daylight	birthday
charge	five		first
bridge	nine	--ind--	circus
cage	knife		third
change	line	kind	stirs
orange	mile	unkindness	bluebird
	lie	behind	dirty
--i--	nice	reminded	thirsty
	wide	wind	whirl
pig	mine	blindness	
big	bite	unkind	--o--
dig	life	kindly	
in	rice	mind	not
till	wife	find	got
bill	rise	winding	lock
if	ripe	grind	ox
is	wise	kindness	toss
lip	write	hind	box
tip	tie	remind	bot
pick	die	finding	top
kick		blind	nod
did	--ie--	grinding	dog
hid			log
lid	pie	--ing--	lot
kid	lie		hop
him	flies	sing	on
six	dried	bring	hog
fix	tie	string	rock
mix	ties	going	fox
sit	die	coming	doll



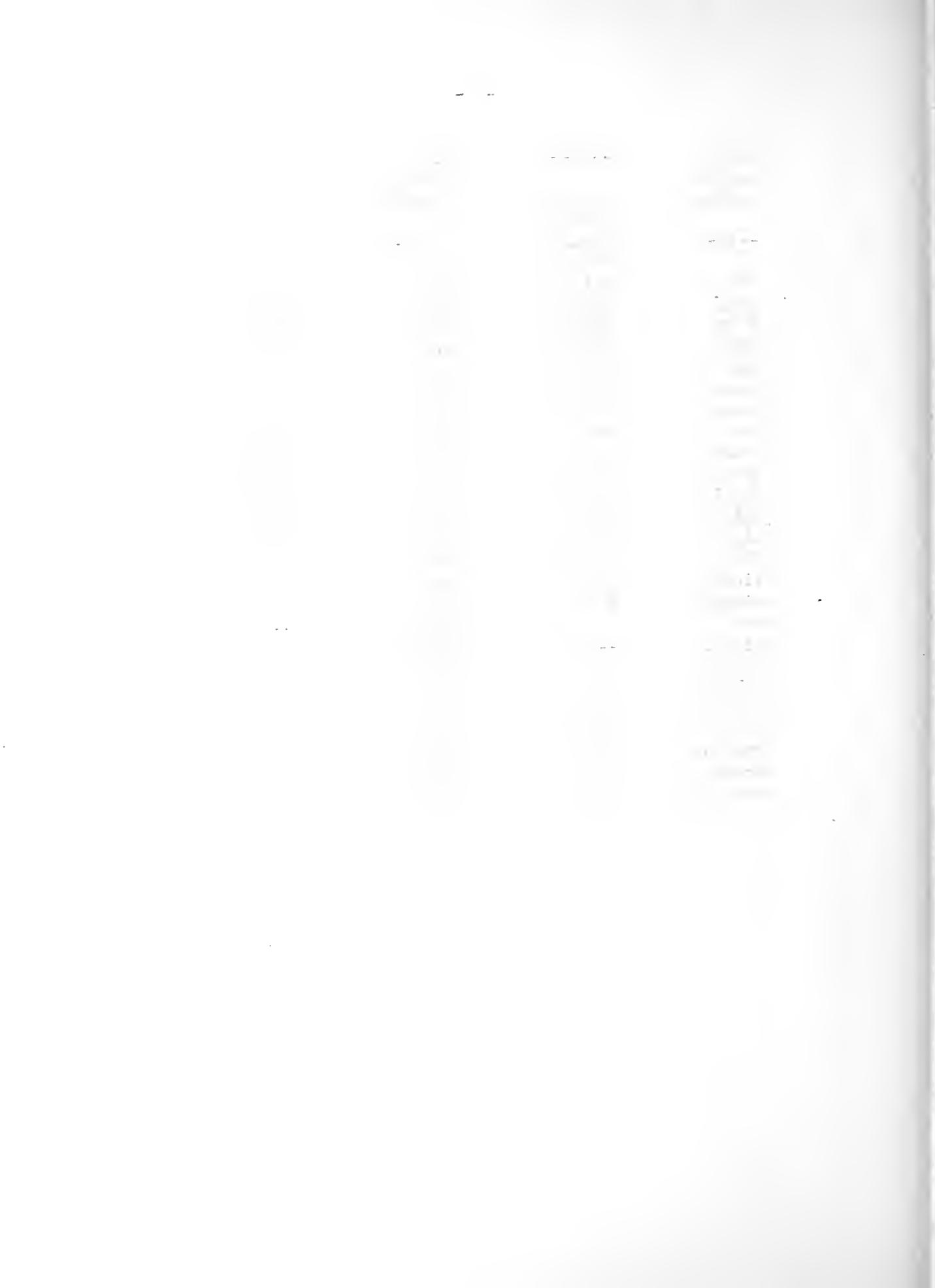
--o--	hold	broom	sort
	colder	broomstick	
home	boldly	droop	--ou--
hole	fold	drooping	
bone	folded	smoother	out
rope		smooth	outside
toe	--oo--	smoothly	without
hope		noon	about
wrote	book	loose	house
	cooky	balloon	mouse
--oa--	foot		loud
	good-by	--ook--	loudly
boat	hood		ourselves
coat	took	book	mouth
goat	looked	shook	fountain
coal	cook	cooked	louder
cocoa	cooked	look	loudest
oats	good	hook	cloud
road	wood	cook	cloudy
load	stood	brook	shout
toad	look	took	shouts
roast	looking	looking	shouted
roasted	woodpecker		round
coast	woodman	--or--	flout
coasted	bookkeeper		south
float	brook	corn	around
floated	understood	corner	pound
floating	undertook	morning	pounded
boast	overlook	fork	ground
boasted		horse	underground
coasting	--oo--	for	sound
soap		horn	sounded
oak	room	store	our
cloak	bedroom	story	hour
cloakroom	moon	wore	mountain
	moonlight	tore	
--old--	root	forget	--ould--
	shoot	forgot	
old	stool	more	would
told	sooner	hornet	could
holding	afternoon	torn	should
coldest	choose	born	
gold	cool	short	--ow--
scold	cooler	shorter	
unfold	coolest	shortest	low
older	fool	north	lower
sold	school	porch	below
cold	foolish	door	bow
bold	schoolroom	floor	bowl
goldenrod	soon	storm	showed
scolded	goose	stormy	snowballs
oldest	rooster	before	know



known	brownish	--ur--	mother
row	frown		farther
rows	frowning	hurt	father
crow	plow	turkey	brother
grown		turn	grandmother
flow	--oi-oy--	return	grandfather
flown		returning	
slow	boy	burn	--tch--
slowly	toy	surprised	
throw	toys	curl	catch
showed	boys	curled	catches
snow	joy	fur	catching
yellow	enjoy	church	match
hollow	enjoyed	purple	matched
grow	enjoying	burst	matches
growing	boil	surprising	patch
fellow	boils	turning	patches
swallow	boiling	furnish	scratch
grown	oil	returned	scratching
window	spoil	turtle	watch
follow	spoiled	surprise	watches
tomorrow	spoiling		watched
arrow	point	--wh--	watching
throws	pointed		witch
throwing	pointing	when	witches
	join	which	stitch
--ow--	joint	while	stitches
	noise	why	ditch
now	voice	where	ditches
how		wheel	stretch
however	--u--	what	stretched
somehow		white	stretching
howl	run	whip	notch
howled	sun		notches
howling	fun	--th--	
cow	gun		--st--
growl	up	thing	
plowman	cup	thank	nest
cows	gum	think	best
down	cut	that	west
town	but	the	almost
downstairs	nut	this	postman
flower	hut	these	frost
flowers	duck	those	must
showers	us	three	just
gown	hum	then	first
growled	bug	them	past
plowing	rug	there	lost
nightgown	tug	their	taste
owl	tub	they	best
crowd	rub	then	most
crowded	mud	with	last
brown		mouth	fast



east	--ch--	cage	find
tasted		change	wind
tasting	children	orange	pond
	child		
--sh--	chair	--nd--	--nt--
	chicken		
she	chick	and	went
shall	change	hand	want
show	cheese	handle	ant
ship	chase	sand	elephant
sheep	cherry	stand	hunt
shoe	chop	kind	cent
shop	church	mind	wanted
shut	each	hind	aunt
shake	much	pound	planted
should	such	pounding	hunted
shell	lunch	understand	sent
shine	inch	candle	wanting
dish	teach	grandmother	plant
fish	teacher	grandfather	planting
wish	rich	second	hunting
wishing	which	round	
wash		around	--and--
washed	--ge--	ground	
washing		sound	and
splash	age	sounded	hand
splashed	large	end	land
brush	strange	ended	sand
brushes	page	send	stand
brushed	charge	sending	grand
brushing	bridge	friend	



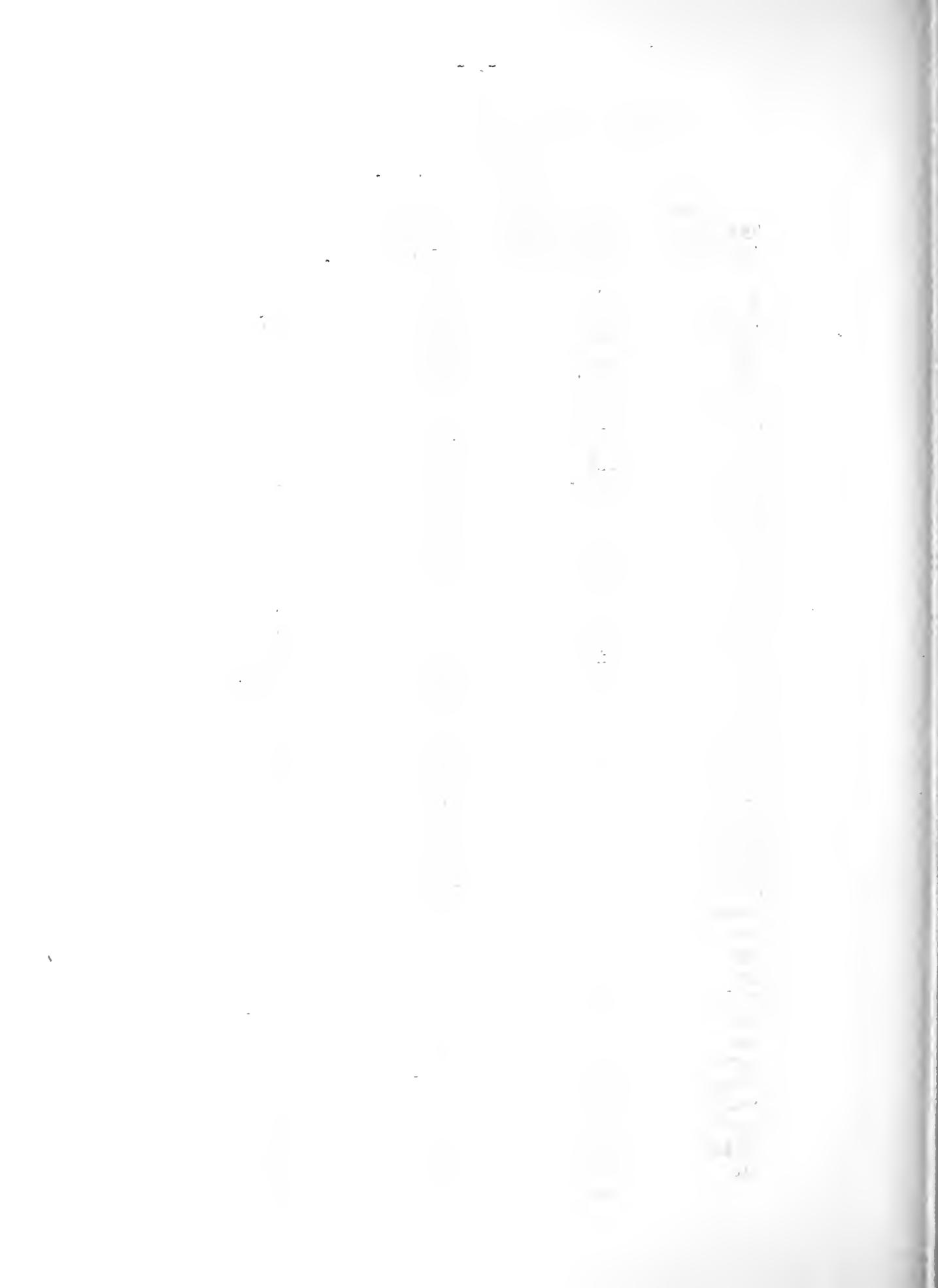
A BASIC SIGHT VOCABULARY OF 220 WORDS

by

EDWARD WILLIAM DOLCH, Ph.D

Since these two hundred and twenty words make up from 50% to 75% of all ordinary reading matter, they should be recognized instantly by sight by all school children.

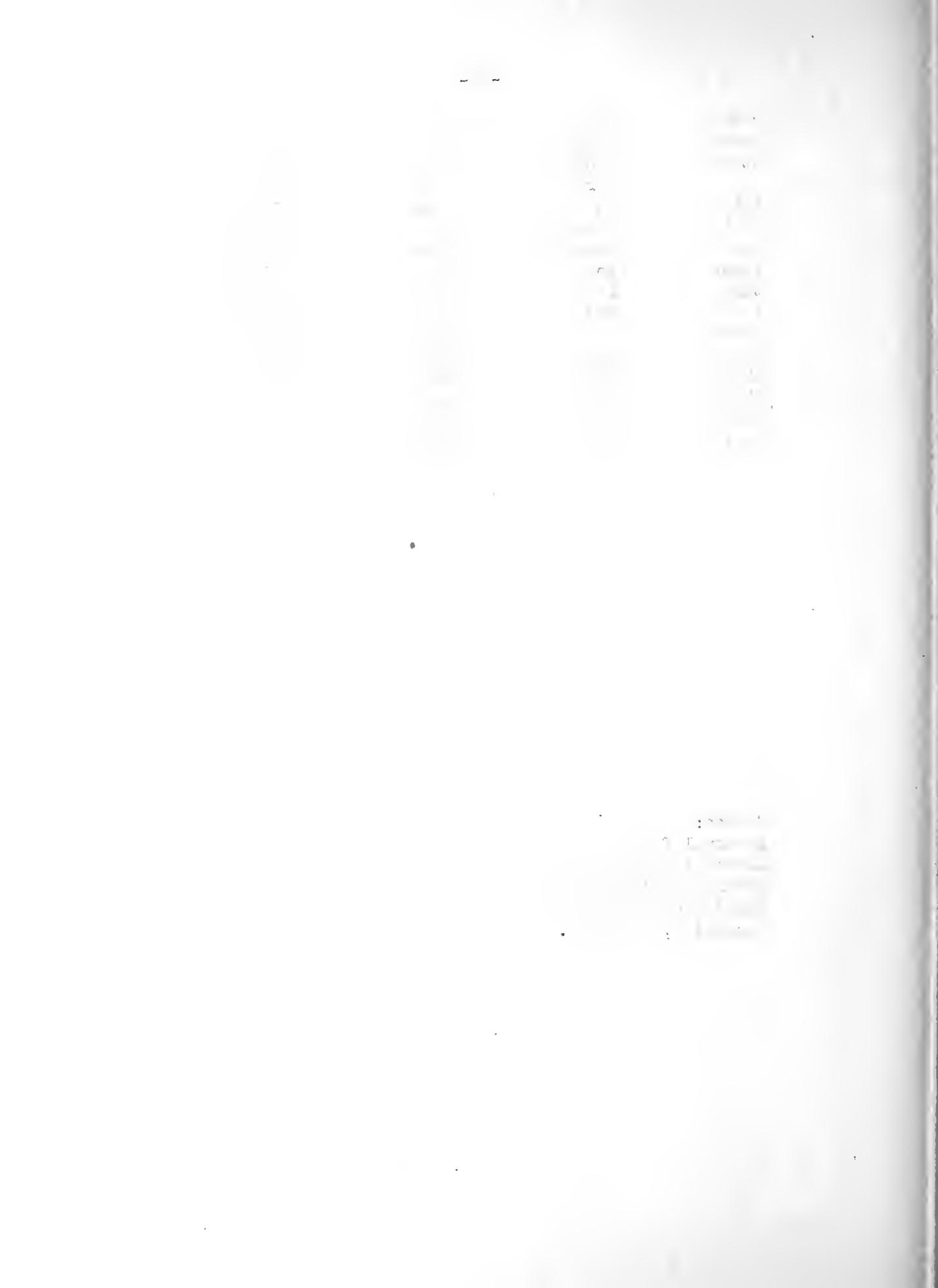
a	did	him	now
about	do	his	
after	does	hot	of
again	done	how	old
all	don't	hurt	on
always	down		once
am	draw	I	one
an	drink	if	only
and	eat	in	open
any	eight	into	or
are	every	is	our
around		it	out
as	fall	its	over
ask	far		own
at	fast	jump	
ate	fine	just	pick
away	first		play
	five	keep	please
be	fly	kind	pretty
because	found	know	pull
been	four		put
before	from	laugh	
best	full	lot	ran
better	funny	light	road
big		like	rod
black	gave	little	ride
blue	get	live	round
both	give	long	run
bring	go	look	
brown	goes		saw
but	going	made	said
buy	good	make	say
by	got	many	see
call	green	may	seven
came	grow	me	shall
can		much	she
carry	had	my	show
clean	has	myself	sing
cold	have		sit
come	he	never	six
could	help	now	sleep
cut	her	no	small
	here	not	so



some	think	very	who
soon	this		why
stop	those	walk	will
	three	want	wish
take	to	warm	with
woll	today	was	work
ten	together	wash	would
thank	too	we	write
that	try	well	
the	two	went	yellow
their		were	was
them	under	what	you
then	up	where	your
there	upon	when	
these	us	which	
they	use	white	

Source:

A manual for  
Remedial Reading by  
Edward William Dolch,  
published by Gerrard Press  
Champaign, Illinois.

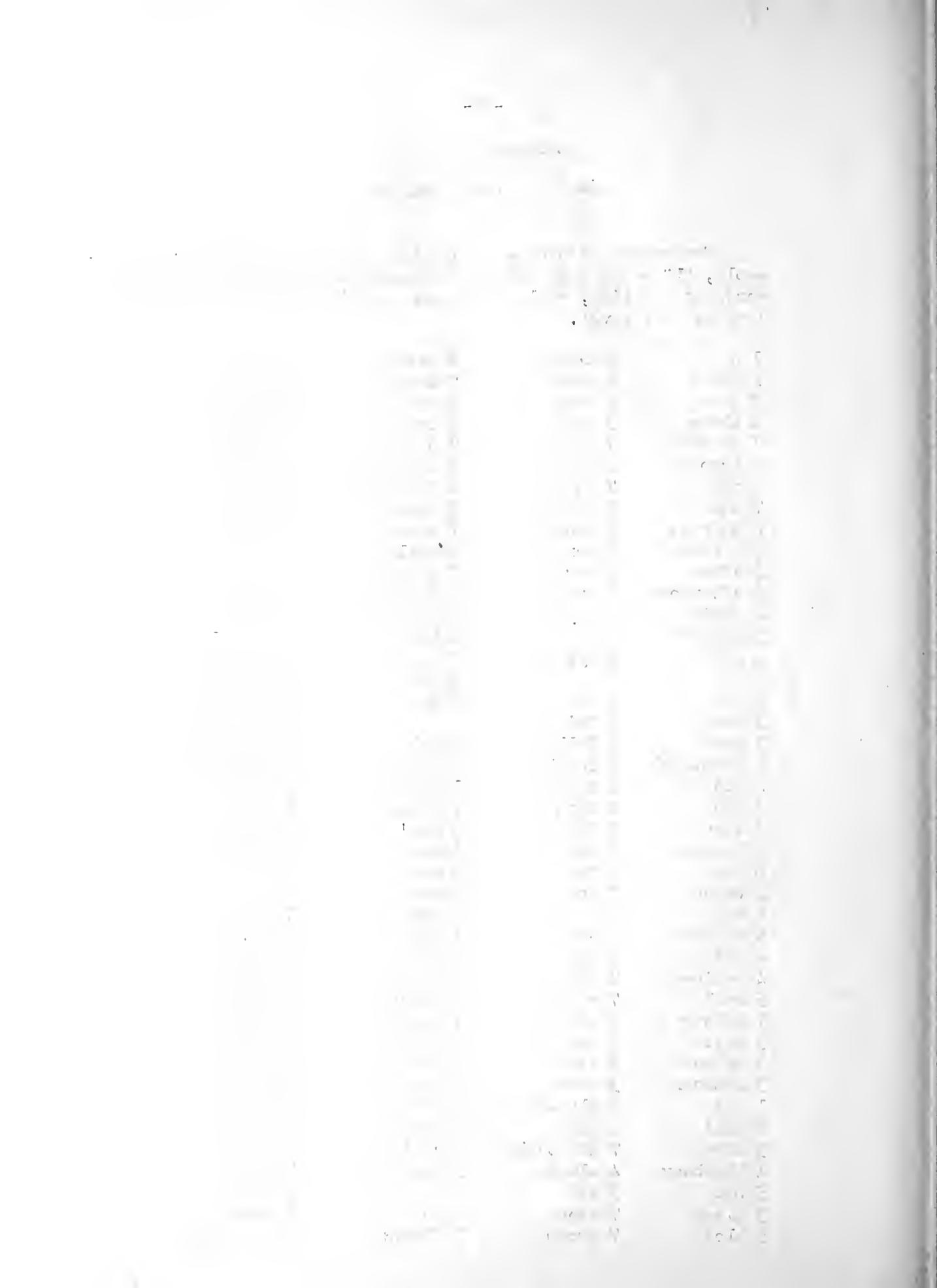


VOCABULARY LIST

A\*B\*C (Word Analysis)

The number before each word indicates its frequency; for example, "1" means that the word is among the most frequently used words in the list, while "7" means that is in least frequently used at this level.

1 a	5 board	6 break	3 four
1 about	4 boat	7 bridge	7 free
7 able	6 body	5 bright	3 friend
3 above	3 book	4 bring	2 from
7 absent	7 born	7 broken	6 front
6 across	3 both	5 brother	7 fruit
7 act	7 bother	6 brought	5 full
7 add	7 bottom	3 brown	5 fun
6 address	7 bought	7 brush	7 funny
4 afraid	5 box	6 build	
3 after	2 boy	7 burn	2 an
6 afternoon	5 bread	7 business	1 and
2 again		5 busy	7 angry
3 against	5 expect	2 but	4 animal
4 ago	3 eye	7 button	3 another
		4 buy	3 answer
2 be	5 face	2 by	2 any
3 bear	4 fair		7 anybody
7 beat	4 fall	2 call	5 anything
5 beautiful	6 family	2 came	7 apart
4 because	3 far	1 can	7 apple
3 bed	4 farm	7 candy	1 are
3 been	3 fast	6 can't	5 arm
3 before	7 fat	5 cap	4 around
6 beg	4 father	3 car	2 as
4 began	7 fed	6 card	
6 begin		4 care	7 choose
5 behind	7 ahead	4 carry	7 church
4 being	6 air	6 case	4 city
4 believe	7 alike	3 cat	6 class
5 bell	7 alive	3 catch	4 clean
7 belong	1 all	7 caught	6 clear
3 best	4 almost	6 cause	7 climb
2 better	3 alone	7 cent	3 close
3 between	3 along	7 certain	7 cloth
1 big	5 already	3 chair	7 clothes
7 bill	5 also	4 change	5 coat
3 bird	7 although	5 child	4 cold
4 birthday	4 always	3 children	7 college
5 bit	3 am	6 forget	6 color
3 black	7 among	7 forgot	2 come
5 blow	7 amount		5 company



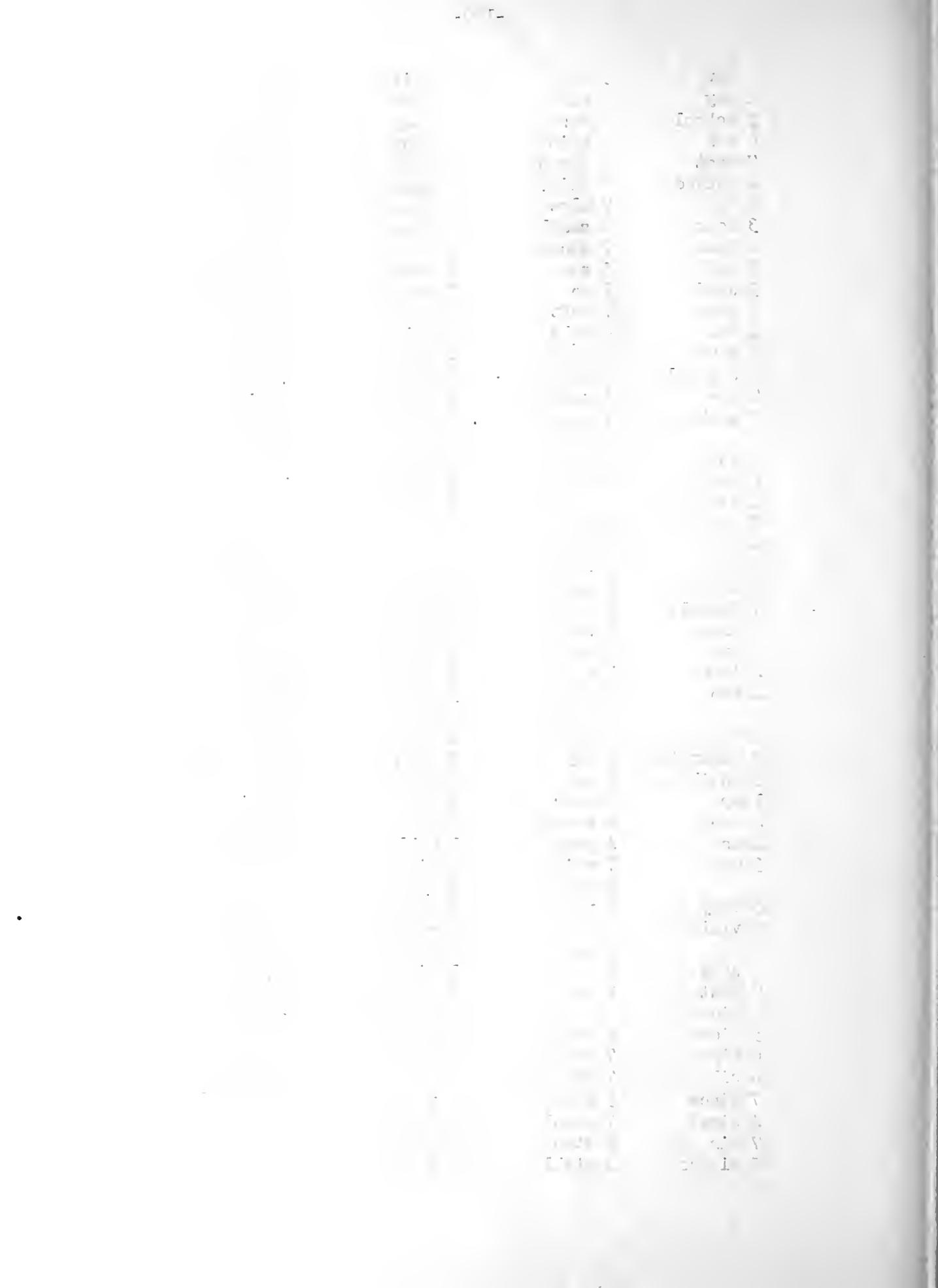
3 blue		3 found	7 cook
7 cool	5 different	5 feed	6 mark
6 copy	5 dig	3 feel	3 matter
5 cost	4 dinner	5 feet	2 may
2 could	1 do	5 fell	1 me
7 count	7 doctor	6 felt	2 mean
4 country	3 does	4 few	7 measure
5 course	7 doesn't	5 field	7 meat
3 cover	3 dog	7 fight	3 meet
6 cross	7 dollar	5 fill	5 men
5 cry	4 done	3 find	7 middle
7 cup	5 don't	3 fine	3 might
3 cut	3 door	7 finger	6 mile
	2 down	6 finish	3 milk
5 dance	5 draw	4 fire	
5 dark	5 dress	3 first	7 rich
2 day	5 drink	6 fit	5 ride
6 dead	6 drive	5 five	4 right
7 decide	6 drop	6 fix	5 ring
6 deep	7 dry	5 floor	6 river
2 did	7 during	5 flower	5 road
6 didn't		5 fly	7 rock
6 die	4 each	7 fold	4 roll
	5 ear	7 follow	4 room
7 handle	4 early	7 food	
7 hang	6 east	6 foot	5 game
7 happen	3 eat	1 for	5 garden
4 happy	4 egg		3 gave
3 hard	6 eight	5 left	2 get
7 hardly	4 either	6 leg	3 girl
3 has	6 else	2 let	2 give
6 hat	4 end	3 letter	4 glad
1 have	4 enough	7 lie	7 glass
7 haven't	3 even	7 life	1 go
1 he	4 evening	7 lift	7 gold
3 head	5 ever	4 light	5 gone
3 hear	4 every	2 like	2 good
	5 everything	4 line	3 got
3 ask	6 except	7 listen	7 grade
7 asleep	7 excuse	1 little	3 gray
1 at		3 live	4 great
4 ate	7 hurry	2 long	4 green
2 away	7 hurt	2 look	7 grew
7 awful		7 lose	5 ground
	11	5 lost	5 grow
4 baby	7 idea	5 lot	3 guess
2 back	3 if	3 love	
4 bad	5 I'll	6 low	2 had
5 bag	1 in		3 hair
4 ball	7 inside	2 made	3 half
7 bank	6 instead	6 mail	3 hand
5 barn	7 interest	2 make	
4 basket	2 into	2 man	4 mind
	7 iron	2 many	6 mine



5 minute	2 here	6 past	7 possible
4 miss	5 hide	3 pay	7 pound
7 mistake	4 high	7 pencil	7 pour
7 mix	5 hill	4 people	7 practice
5 money	2 him	7 person	3 present
4 month	1 his	7 pick	4 pretty
3 more	5 hit	6 sound	7 price
3 morning	4 hold	6 south	6 print
3 most	5 hole	5 speak	4 pull
3 mother	4 home	7 spend	7 push
7 mountain	3 hope	7 spoil	2 put
5 move	7 horn	6 spring	6 quick
3 Mr.	5 horse	7 stamp	5 quiet
5 Mrs.	5 hot	4 stand	6 quite
3 much	7 hour	2 house	7 star
6 music	2 how	1 is	3 rabbit
2 must	4 hundred	1 it	5 rain
1 my	5 hungry	2 its	2 ran
6 myself	7 hunt	3 keep	6 rather
3 name	6 note	5 jump	4 reach
3 near	3 nothing	2 just	4 read
4 need	2 now	5 kind	5 ready
3 never	5 number	4 kept	6 real
3 new	7 O'clock	7 kick	7 reason
7 news	1 of	7 kill	3 red
6 next	3 off	5 knew	4 remember
6 nice	7 office	7 knock	4 rest
3 night	5 often	3 oh	2 take
7 nine	3 on	2 old	4 talk
2 no	6 once	6 lady	6 teach
7 nobody	3 off	4 land	7 teeth
5 noise	7 office	5 large	2 tell
7 nor	5 often	3 last	4 ten
7 north	3 open	4 late	4 than
7 nose	3 or	3 laugh	2 thank
1 not	7 order	4 lead	1 that
5 shall	3 other	4 learn	4 round
1 she	6 ought	7 least	7 rubber
7 shine	4 our	5 leave	7 rule
6 ship	7 out	4 own	2 run
5 shoe	2 over	5 piece	5 picture
7 shoot	4 own	6 page	7 sad
4 short	5 piece	7 paid	4 place
7 shot	6 page	7 paint	7 plan
5 should <sup>7</sup>	7 paid	4 paper	6 plant
3 heard	7 paint	4 part	2 play
6 heart	4 paper	5 party	2 please
6 heavy	4 part	4 pass	4 point
5 held	5 party	4 pass	5 poor
2 help	4 poor	5 poor	6 save
2 her	6 save	6 save	4 sat



2 saw	5 sit	7 stitch	1 there
2 say	4 six	5 stone	5 these
3 school	7 size	3 stop	1 they
6 sea	7 skin	6 store	3 thing
7 seat	3 sleep	3 story	3 think
4 second	7 slip	7 straight	5 third
1 see	7 slow	7 strange	2 this
3 seem	5 small	4 street	4 those
5 seen	7 smoke	5 strong	6 thought
5 sell	5 snow	7 struck	5 thought
3 send	2 so	7 study	6 thousand
4 sent	7 soft	3 such	3 three
4 set	6 sold	6 suit	7 threw
6 seven	2 some	4 summer	7 through
4 several	4 something	5 sun	7 throw
7 sew	5 sometime	7 supper	7 tie
5 shake	7 son	5 suppose	4 till
	5 song	3 sure	2 time
5 top	3 soon	5 surprise	7 tire
6 touch	7 sorry	6 sweet	1 to
4 town		7 swim	4 today
7 trade	7 wagon		4 together
4 train	4 wait	4 table	5 told
3 tree	3 walk		5 tomorrow
7 trip	6 wall	2 when	2 too
7 trouble	2 want	2 where	3 took
4 true	6 war	6 whether	
3 try	5 warm	1 which	5 wood
4 turn	1 was	5 while	4 word
2 two	6 wash	3 white	3 work
	5 watch	2 who	6 world
3 under	2 water	4 whole	2 would
7 understand	3 way	7 whom	7 wouldn't
3 until	1 we	6 whose	7 wrap
1 up	6 wear	2 why	3 write
4 upon	6 weather	6 wide	7 written
2 us	4 week	1 will	6 wrong
3 use	7 weigh	5 win	6 wrote
	2 well	5 wind	
3 very	1 went	5 window	5 yard
6 visit	2 were	5 winter	3 year
	6 west	3 wish	4 yellow
4 show	7 wet	1 with	3 yes
7 shut	1 what	3 without	6 yesterday
6 sick		5 woman	4 yet
5 side	4 start	6 wonder	1 you
6 sign	7 state	7 won't	3 young
6 silk	7 station		2 your
7 since	5 stay	1 the	6 yourself
4 sing	7 steal	3 their	
7 sir	6 step	1 them	
5 sister	3 still	2 then	



FIRST WEEK----MONDAY----Class discussion on what review is needed. If not suggested, include:

1. Writing a complete sentence;
2. Proper capitalization;
3. Correct punctuation;
4. Interesting sentences;
5. Ability to make a report to class;
6. Ability to speak in sentences.

Review various rules for punctuation and capitalization.

TUESDAY----Give the following sentences for dictation; read once--class repeat aloud--write--check. After several days omit oral repetition of sentence and have class think the sentence through.

1. Jack, when are you leaving?
2. Do you suppose, Jack, that you could go with us?
3. No, I can't go with you.
4. Mary was born January 15, 1935.
5. How long have you lived in Polk County?
6. How often do you visit Lakeland, Florida?
7. Bill's address is 125 Main Street, Tampa, Florida.
8. Well, where have you been?
9. "Where are you going?" asked Mary.
10. "I'm going to town," replied Bill.

Proofread papers. Make commas, periods, etc., so they can be seen.

WEDNESDAY----Return test papers. Write sentences on board correctly. Have each sentence in which a mistake was made written twice correctly.

THURSDAY----Assign introductory talk for Friday: Name. Address. Where born. Number of brothers and sisters. Subject liked best in school. Why? Most exciting time I ever had or time when I was most afraid.

Tell class how to stand, what to do with hands and how to look and breath. Demonstrate and dramatize.

FRIDAY----Talks. Teacher introduces self first. Let pupil choose his time to speak by volunteering.

- \* \* \* \* \* \* \* \* \* \*

SECOND WEEK----MONDAY----Give following dictation, following same procedure as in lesson one:

1. The letter was dated February 28, 1948.
2. May I have my paper, please?
3. What happened on July 4, 1776?
4. Yes, I wrote the letter yesterday.
5. No, Mary, I cannot help you now.
6. Miss Smith, the new teacher, is very kind.
7. You may erase the blackboard, Harry.
8. "Where are you going?" asked Bill.
- "I'm going to town," replied Tom.



9. The men, women, boys, and girls had a wonderful trip to the beach.
10. The noon train, perhaps, will be on time today.

TUESDAY----Return test papers. Discuss errors.----Find examples of conversation in literature book and study for form.----Write each sentence twice in which an error was made.----Stress neatness of writing and arrangement. Best papers placed on bulletin board.

WEDNESDAY----Discuss plans for an English club.----Types of programs, qualifications officer, committees needed.----Plan for election of officers on Friday.

THURSDAY----Write the following test on the board. Have class write correctly. Check in class by making corrections on board.

1. good morning said jack to his teacher mrs jones
2. i study geography science and english in school
3. many people look forward to a holiday the last thursday in november because it is thanksgiving
4. the baseball game will be played in winter haven florida on july 4 1948
5. yes i will return your test papers
6. where are your books asked the teacher  
i have them with me replied the girl
7. mr mitchell our principal gave a good talk
8. do you think you had rather learn to speak french or english
9. florida georgia and south carolina border on the atlantic ocean
10. the mississippi river is the largest in the united states

FRIDAY----List on the board qualifications of a good president, vice-president (chairman of program committee), secretary, and treasurer. Election of officers (Use form found in English book).

THIRD WEEK----MONDAY----Library reading period.----Teacher meet with new officers to get committees ready and to plan program.----Suggested committees: program, social, housekeeping, etc.----Suggested program: short talk from 5 to 6 volunteer members of the class on a sport or a hobby which they enjoy. Have a song or poem given by some other member.----From English book select review of punctuation and capitalization and have pupils write one good sentence for each rule. (May be used for homework)

TUESDAY----Have each pupil select one good sentence from his paper and give to the class for dictation. (As each one speaks, have him stand at front of class. This helps to overcome timidity in speaking.)----Let two pupils work together and check each other's paper. (If in doubt, come to teacher for answer.)----Insist on courteous behavior, whispering, not mumbling, and no wasted time. (Good citizenship training.)



WEDNESDAY----Check with those on club program for Friday to see that each one is getting his part ready.----Select a short story from literature book for reading and discussion.----Make literature period enjoyable, not boring. Ask questions that will help pupils to FEEL what the author is trying to tell.

THURSDAY----Select another story from literature, read together, discuss, COMPARE or contrast with first story.

FRIDAY----Success of first club program determined by attitude of officers and class member.----Give president an outline to go by until he learns parliamentary procedure. 1. Meeting called to order. 2. Roll call by Secretary. 3. Reading of minutes by secretary. 4. President: "Are there any corrections or additions? If not, they stand approved as read." 5. Treasurer's report (1st meeting decide amount) Dues of 1¢ or 2¢ per meeting or 5¢ per month will give class a small fund for flowers, birthday cards, etc. It also provides real life situations for business and voting. 6. Reports of Committees (1st meeting appoint). 7. Unfinished business (none 1st meeting). 8. New business (time of meeting, etc.). 9. Program in charge of vice-president. 10. Adjournment.

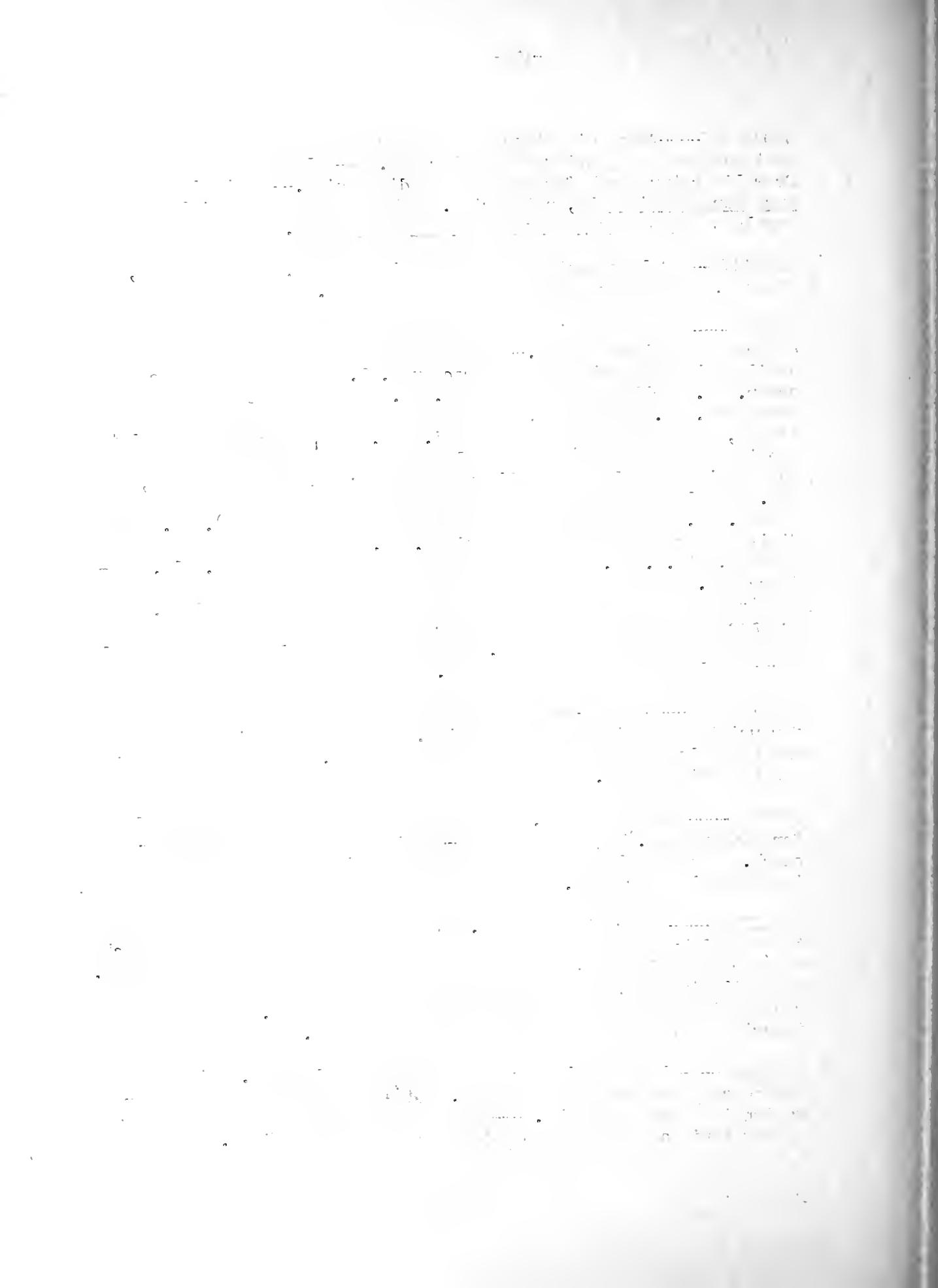
An air of dignity and courtesy should prevail during meetings. The teacher should take a place at rear of room and take part only as she sees a real need for help. The officers should be made to feel responsible for success of meeting.

FOURTH WEEK----MONDAY----From English book study carefully the form for writing the minutes of a meeting. Discuss Friday's meeting and as a class write the minutes on the board. Secretary copy for use at next meeting.

TUESDAY----Dictation test. (Make one sentence covering each rule for punctuation.) (Read sentence--pupils think before writing--check. The establishing of good habits of listening and checking is of vital importance.)

WEDNESDAY----Return test papers. Those with perfect papers excused to go to library or to sit in back of room and read or draw----Each sentence in which an error is made is to be written twice correctly. As pupil finishes, check his work carefully to see that he has corrected his mistakes and understands the corrections. This is an important part of establishing good work habits.

THURSDAY----Plan with librarian for a trip to library. Discuss reference books and where located. Show class how to find information in reference books.----Have them read and select one interesting topic and take a few notes for a talk for Friday.



FRIDAY----Call for volunteers to give reports first. (It is much better for a pupil to choose his time to speak. He feels more at ease.) Review suggestions on how to stand, to look at some object, to breathe, etc. Compliment good points rather than criticize.

\* \* \* \* \*



FOURTH GRADE READING READINESS TEST  
for use with  
THE ALICE AND JERRY BOOKS

Row, Peterson & Company  
Evanston, Illinois

The following test is an informal test which teachers may duplicate and use to measure the readiness of their pupils for the work of the grade. A rating scale at the end of each part will show whether the scores made by pupils place them in slow, average, or superior groups.

The test should not be used merely to determine pupils placement. Its importance lies in the help it gives the teacher in diagnosing the strengths and weaknesses of individual pupils and groups, and in planning a guidance program in terms of needs. If the scores of a few pupils are such as to place them in the low groupings, the scores may indicate individual pupil difficulty. If the scores of a considerable number of pupils place them in the same low grouping; the indications are that previous teaching may have been ineffective -- that the amount and kind of guidance needed to make pupils proficient in the kind of reading measured by the tests have not been given. In either case, guidance in terms of individual or group needs should be given at once.

PART I consists of a series of graded paragraphs to measure comprehension. It tests pupil ability to understand words and sentences, to gather information, to read for specific detail, and to select the central thought in a paragraph.

PART II tests pupil understanding of the meaning of fifty words commonly found in the spoken and reading vocabularies of intermediate pupils.

DIRECTIONS FOR ADMINISTERING

Two separate periods will be necessary for administering the test. PART I should be given in the first period; PART II in the second. This is not intended to be a timed test. Allow pupils time to finish. A reasonable time allowance would seem to be:

PART I	25 minutes
PART II	10 minutes

Note particularly those pupils whose slowness in finishing the test indicates reading difficulties.



Read the directions for each part with the pupils. See that the sample exercises are done correctly before pupils proceed with the rest of that part. GIVE NO FURTHER HELP. If a child cannot answer a question, tell him to skip it and go on to the next. He may return to any part of the test at any time. In scoring, do not score sample exercises.

SCORING KEY

DIRECTIONS: Each item is given a score of one point if the response is correct. A response is either all right or all wrong. No partial credit is given. A response is wrong if more than one answer is marked, or if some other method of marking is used than the one directed. Omissions are scored as wrong.

PART I

A	B	C
1. heavy	1. arrive	1. by train
2. six months	2. disappointed	2. mingled with the crowd
3. Grandfather	3. New York	3. cross
4. delighted	4. sixty miles	4. white
5. A bicycle for May	5. Disappointed Bob	5. The Circus Parade

D	E	F
1. Bob and Joe	1. Near the sea- shore	1. lonesome
2. 8	2. enjoyable	2. on an island in a lake
3. stumbled	3. seven	3. center
4. Jack	4. Carl	4. on the shore of the inlet
5. The Three-Leg- ged Race	5. An Evening Round a campfire	5. A Night on an Island



PART I  
COMPREHENSION-FOURTH GRADE

DIRECTIONS: Read the following paragraphs. Then answer each question under the right answer, as shown in the sample.

• •

SAMPLE

Behind the house were a dozen apple trees. The apples were ready to pick. But Father had work to do in the corn-field. So Jack picked one basket and then another. He took them down to the roadside stand to sell them. By night tired Jack had over ten dollars for Father.

1. Where did Jack Live? City Country Village Town

2. Which word tells best how Jack felt that night?

Unhappy cross proud playful

3. How much money did Jack make?

ten dollars twelve dollars more than ten dollars

4. How many apple trees were behind the house?

ten six twelve four

5. What is the best name for this story?

A Day on the Farm Picking Apples

How Jack Helped Father A Roadside Stand

• • • • • • • • • • • • • • • • • • •

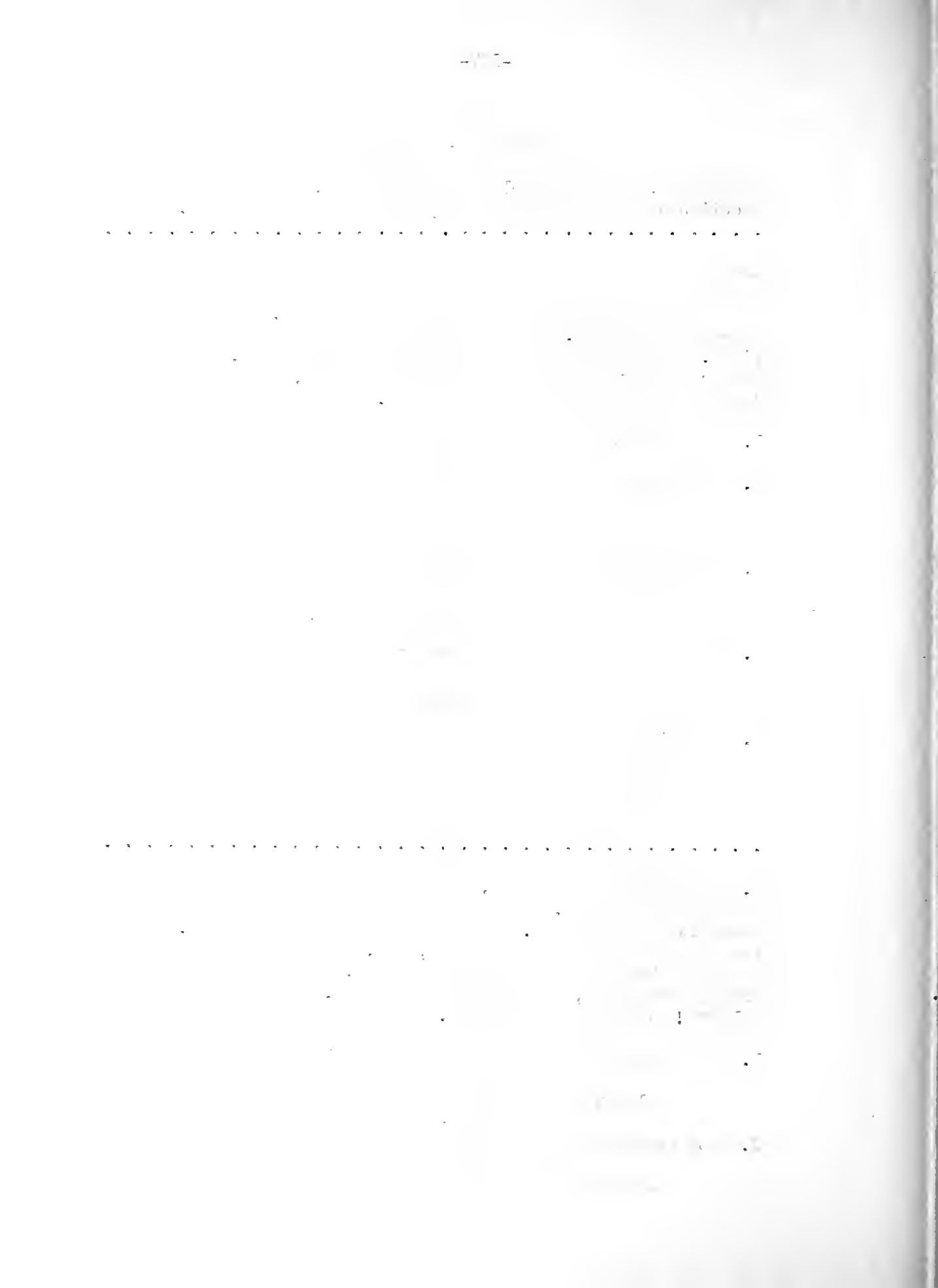
A. May took down her bank. It was so loaded with money that it was hard to lift. For six months she had been saving money to get a bicycle. Grandmother had given her some. Mother and Father had helped her, too. But Grandfather gave her more than all the rest put together. As soon as she counted the money, she jumped up and down. Twenty-five dollars! Just what she needed.

1. Which word tells best how the bank felt?

light heavy cold hard

2. How long had May been saving money?

six months six weeks six days six years



3. Where did most of May's money come from?

Grandmother      Mother      Father      Grandfather

4. Which word tells best how May felt when she had counted  
the money? Disappointed      Worried      delighted      tired

5. What is the best name for this story?

A Bicycle for May      May's bank

My First Bicycle Ride      How to Save Money

B. Bob stood by the fence waiting for the plane to come in. Only twenty-five minutes to wait! He was going to fly from his home town, St. Joe, to New York with Uncle Bill. All at once he heard the bad news. The plane was grounded at Fall City, sixty miles away. No more planes would leave that day.

1. What was Bob waiting for the plane to do?

disappear      continue      linger      arrive

2. Which word tells best how Bob felt when he heard the bad  
news? hungry      disappointed      cross      sleepy

3. Where was Bob going?

New York      New Castle      Fall City      St. Joe

4. How far was Fall City from St. Joe?

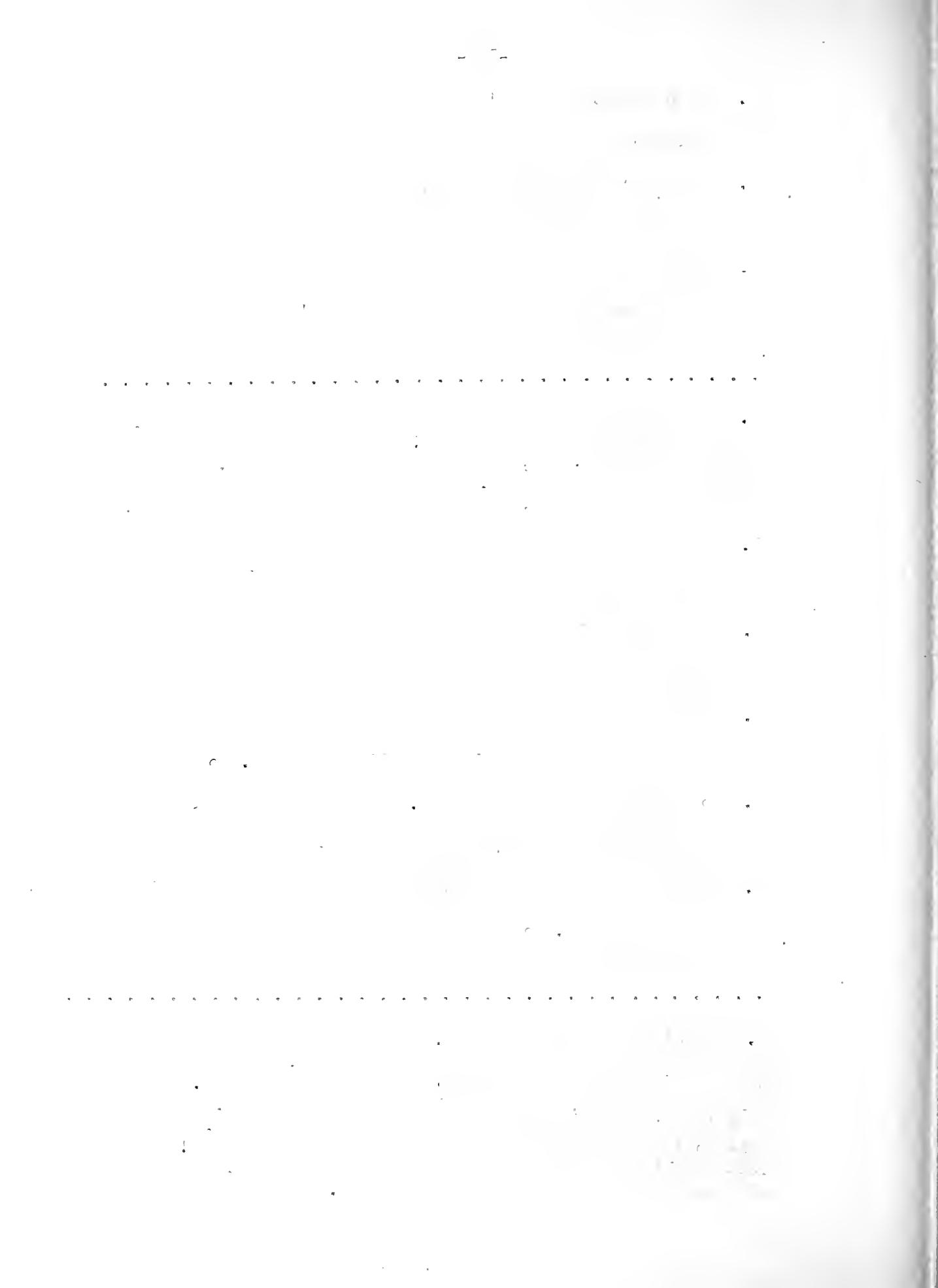
sixty feet      sixty miles      twenty-five miles      sixty yards

5. What is the best name for this story?

A Day in St. Joe      Good Flying Weather

Disappointed Bob      Flying with Uncle Bill

C. The circus had come to town. Now the parade was on its way down the street from the railroad station. First came the man who owned the circus, riding a big white horse. Next came the band, playing as loud as it could play. Next came the circus wagons and the cages with the monkeys. Then more horses with beautiful circus ladies on their backs! Last of all came a long line of bad-tempered camels. In and out among the crowd went the funny clowns.



1. How did the circus come to town?  
by bus      by train      by truck      by airplane

2. What did the clowns do?  
mingled with the crowd      laughed at the crowd  
watched the crowd      talked to the crowd

3. Which word tells best what kind of animals camels are?  
funny      friendly      lazy      cross

4. What was the color of the first horse?  
white      brown      black      gray

5. What is the best name for this story?  
Three funny Clowns      How the Circus Came to Town  
The Circus Parade      In the Big Tent

D. There were twenty-one children at the picnic, but only twenty could be in the race. It was to be a three-legged race, and there must be an even number. So Jack said he would wait until the next race. Alice's left leg was tied to May's right leg. Now the race had started. All at once Alice tripped over a stone. Down went Alice and May. Bob and Joe came in first, but Bill and Jim were right behind.

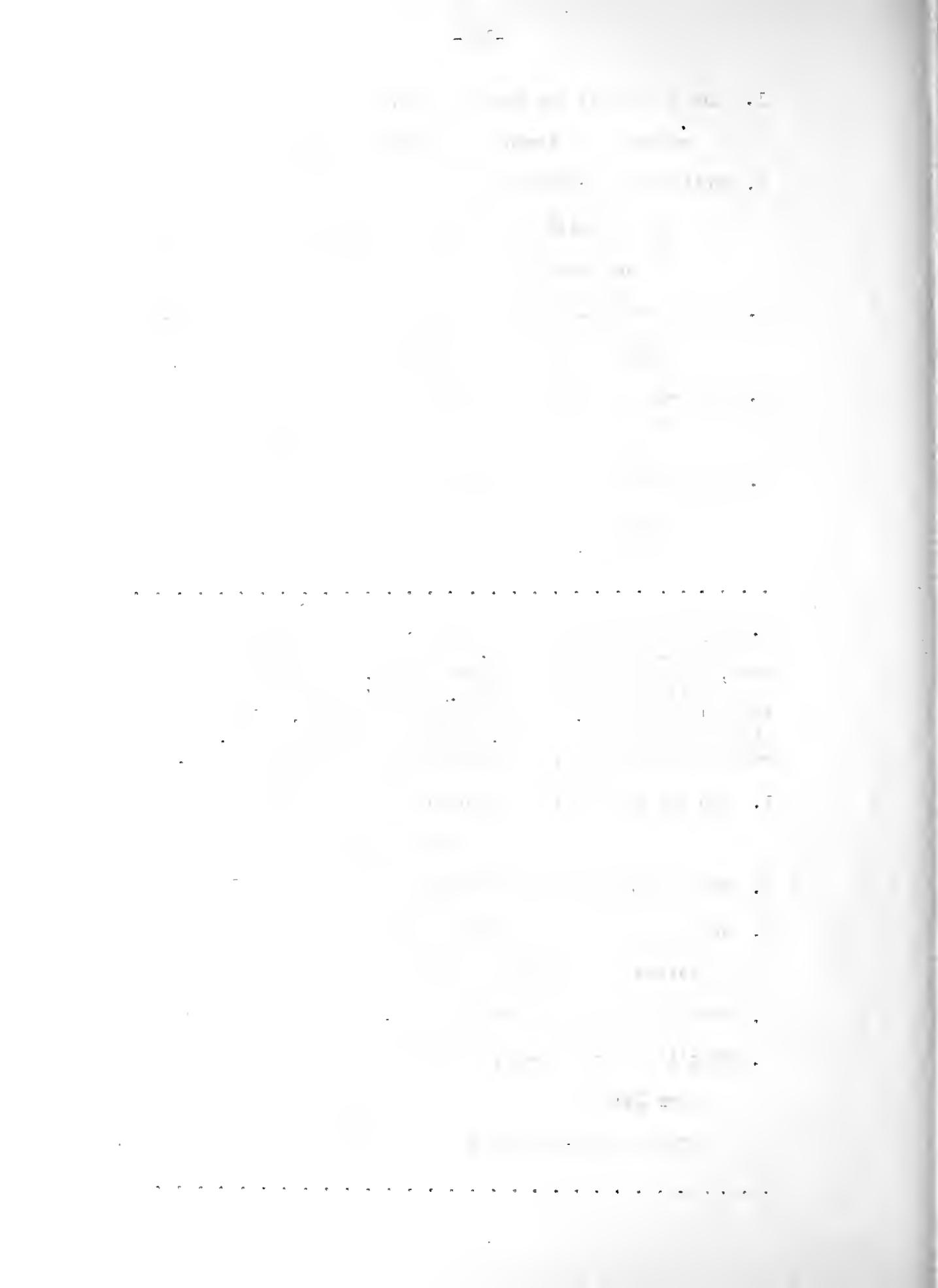
1. Who won the race? Alice and May Bob and Bill  
Bob and Joe

2. Which number is the even number? 13 8 9 15

3. Which word tells what Alice did?  
walked stumbled jumped ran

4. Who was not in the race? May Bill Jack Bob

5. What is the best name for this story?  
Poor Jack How Bill Won the Race  
The Three-Legged Race Bad Luck for Alice



E. There were seven boys around the campfire that night. Each one had a story to tell. They came from different parts of the country. The most interesting stories were told by Jim, Carl, and Lee. Lee told of clambakes and moonlight parties on the sand. Carl, the oldest of the boys, told of cowboys and life on the range. Jim told of the mountains near which he had always lived.

1. Where did Lee live?

2. Which word tells best about the stories told by Carl, Lee

and Jim? long tiresome enjoyable funny

3. How many boys told stories? seven six four three

4. Which boy was the oldest? Lee Bob Carl Jim

5. Which is the best name for this story?

## Old Joe Life on an Island

Rating Scale				Possible Score	30
0	12	22	30	Pupil's Score	_____
• Low	• Average	• High	•	Pupil's Rating	_____
0 - 11	12 - 21	22 - 30			

## PART II

## VOCABULARY

DIRECTIONS: Read each sentence and draw a line under the word to the right which completes the sentence correctly, as shown in the sample.

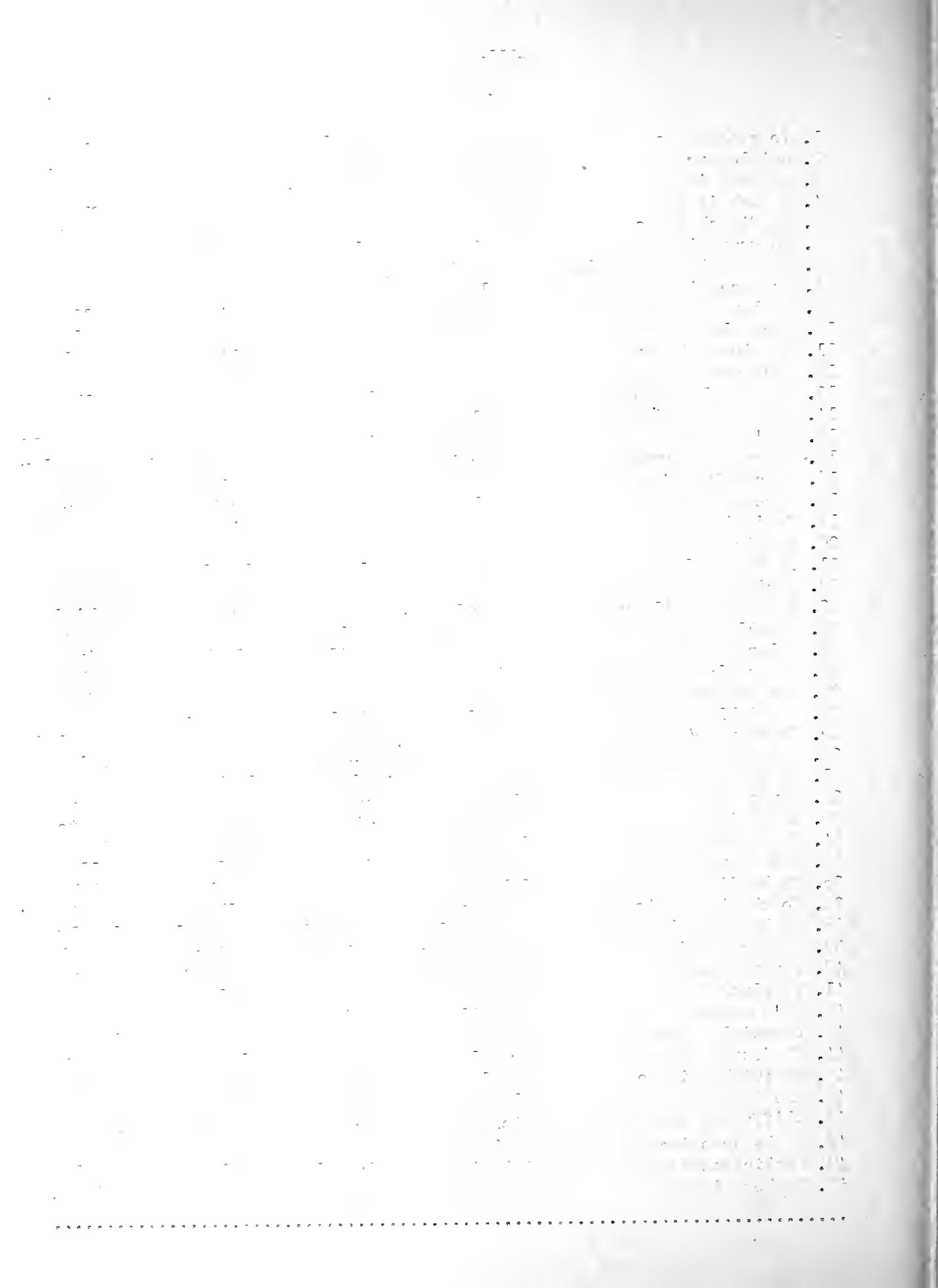
## SAMPLE

A lad is a girl man boy woman

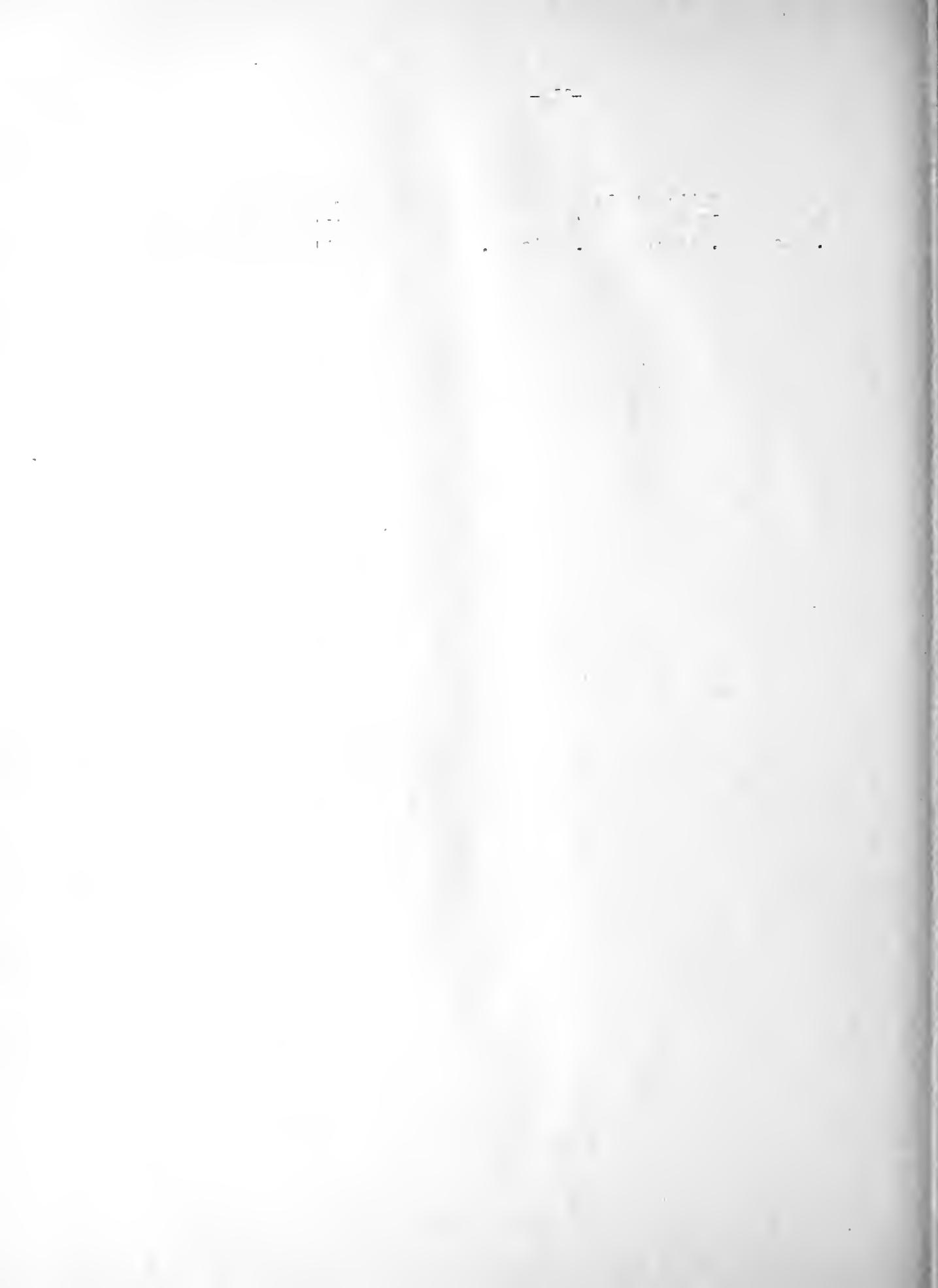
To beg is to take ask give tell



1. To mend is to	make	spoil	crack	fix
2. Cattle are	cows	sheep	horses	goats
3. A trail is a	road	path	street	highway
4. A sack is a	crate	chest	bag	box
5. To finish is to	begin	end	continue	decorate
6. To graze is to	drink	sleep	wander	eat
7. To be within is to be	without	inside	outside	near
8. To upset is to	fall	drop	toss	overturn
9. A clown is always	beautiful	funny	fat	tall
10. A cobbler mends	clothes	toys	shoes	tools
11. To ripple is to	wave	shine	slip	mingle
12. Kids are	boys	girls	goats	children
13. To chuckle is to	smile	laugh	sing	talk
14. A shepherd takes care of	cattle	reindeer	goats	sheep
15. You've means	you are	you have	you had	you would
16. An easel is used by	an artist	a doctor	a merchant	a cobbler
17. To continue is to	stop	return	wait	go on
18. Perhaps means	surely	maybe	truly	never
19. To desire is to	ask	forget	wish	remember
20. A waist is a	blouse	coat	trousers	cap
21. To be restless is to be	quiet	sleepy	lonely	uneasy
22. During means	before	after	while	since
23. To be thoughtless is to be	careless	trusty	proud	unkind
24. Finally means	soon	at last	at first	never
25. A large number of sheep is	a herd	family	flock	pair
26. To be alarmed is to be	frightened	friendly	courious	awake
27. The surface means the	top	bottom	middle	side
28. To tinkle is to	twinkle	tickles	twitter	ring
29. To be worried is to be	tired	sorry	gay	troubled
30. To be worthless is to be	wise	good-for-nothing	young	foolish
31. To be fortunate is to be	frozen	unlucky	lucky	surprised
32. Earth is	sky	ground	wind	water
33. A bun is a	biscuit	cake	pie	potato
34. To return is to	linger	come back	go away	stay
35. A meadow is a	mountain	cliff	field	hill
36. To be different is to be	like	heavy	thick	unlike
37. To chatter is to	whisper	sing	talk	shout
38. To be careful is to be	wonderful	watchful	cheerful	lovely
39. A merchant is a	storekeeper	innkeeper	artist	traveler
40. Toward means	away	from behind	in the direction of	under
41. To pluck is to	join	mend	pull	fit
42. He's means	he will	he is	he would	here is
43. Certainly means	surely	maybe	perhaps	if
44. To journey is to	travel	return	climb	wander
45. To twinkle is to	inkle	shine	twitter	show
46. Amusing means	blazing	astonishing	dreaming	pleasing
47. Cliffs are made of	stones	rock	water	earth
48. To be astonished is to be	slow	surprised	excited	angry
49. Frolicsome means	tantalizing	playful	foolish	gentle
50. To hope is to	search	expect	arrive	guide



	Rating Scale			Possible Score	50
0	12	40	50	Pupil's Score	_____
• Low	• Average	• High	•	Pupil's Rating	_____



## PART I

## COMPREHENSION - FIFTH GRADE

DIRECTIONS: Read the following paragraphs. Then answer each question by drawing a line under the right answer, as shown in the sample.

## SAMPLE

Someone was coming. She had something that Sandy wanted to carry. Sandy gave a short, happy bark. He wagged his tail and ran to the gate. Mrs. Lee put the handle of the basket into Sandy's mouth. Away Sandy walked, carrying the basket carefully to the kitchen door.

1. What was Sandy? a puppy a boy a horse a dog
2. Which word tells best how Sandy carried the basket?  
quickly safely carelessly slowly
3. The best name for this story is:

### A Well-trained Dog

### How to Carry a Basket

## A Friendly Dog

## Mrs. Lee's Dog

A. One sunny summer day Jack and Bill went down the river on a fishing trip. They had a rowboat, two oars, one fish pole, and a big can of worms. Their dinner was in a big basket. They took along wood to build a fire on the riverbank near Joe's house.

## A Day in a Rowboat

## A Campfire

## A Fishing Trip

Jack, Joe, and Bill



B. Carl and Jim had been at camp since early summer. They lived in a log cabin at the foot of the mountains. They had climbed mountains before, but this was the first time that either one had been on a horse's back. Every morning they were up with the sun to feed and water their horses. They were always eager to be off up the mountain trails, with Cowboy Jack as leader.

1. In what month do you think the boys went to camp.

August      April      June      March

3. What new thing did the boys learn?

4. Which word tells best what kind of time they had?

good exciting dull pleasant

5. What is the best name for this story?

C. Once I saw sheep being loaded into a railroad boxcar on their way to market. The car had two decks, one above the other. A fenced-in-runway led up to the door of the car. When men tried to drive the sheep up the runway the sheep would not go. Sheep will not go without a leader. So a goat was put in with the sheep. The goat understood what the men wanted. He walked up the runway, and the sheep followed.

1. How were the sheep sent to market?

in trucks      on foot      by railroad      in wagons

2. How many floors were in the car? two one three four

3. How did the sheep get into the cars?

Men lifted them in. They walked up steps

They walked up a runway they were unloaded from trucks.



4. Why was the goat a good leader?

He understood what the sheep wanted. He liked to walk up runways.

He understood what the men wanted. Sheep like goats for leaders.

5. What is the best name for this story?

Loading Cattle for Market      Loading Sheep for Market

A Goat and Some Sheep      A Car with Two Decks

D. The first boats were made so long ago that we cannot find out exactly how they were made. A reasonable idea would seem to be that they were made by hollowing logs. A fire was built at the foot of a tree. Water was splashed on the trunk to keep the fire from spreading upward. As soon as the fire burned through the trunk and the tree fell, the branches were burned off. The next step was to build a fire on top of the log. As the fire burned down into the log, the burned wood was scraped out with sharp stones. Sometimes water was put into the hollow, and hot stones were dropped into the water. This made the wood softer and easier to dig out.

1. Who really knows how the first boats were made?

everyone      no one      a few people      people who read

2. The way of making a boat, told about in this story, seems:

foolish      true      sensible      impossible

3. What was done at once when the tree fell?

Water was splashed on the trunk. The log was burned in two.

The Branches were burned off      Fire was started on the log.

4. What kind of stones were used for scraping?

sharp      hot      flat      large

5. The best name for this story is:

How to Make a Boat      Burning Out a Log

An Indian Dugout      Man's First Boats



E. There was a time when people believed that nothing could ever take the place of the camel for travel across the desert. Even today, travel by camel caravan is the ordinary way of crossing the great deserts. But, little by little, machines are beginning to be used. Automobiles with caterpillar wheels cross the sands and cover in a few days distances which take camel caravans three months to cover. Railroads are being built in some places. Air-planes now carry people and goods across miles of desert in a few hours.

1. What did people once believe about desert travel?

The camel would always be used.  
Horses were better than camels.  
Automobiles could not run on sand.  
A better way of travel would be found.

2. Today travel by camel caravan is:

uncommon      common      unsafe      unusual

3. The story tells us that, to cross the desert, an automobile

4. What is the most important thing this story tells?

An airplane can cross deserts.  
An automobile travels faster than a camel.  
There are railroads on deserts.  
Machines are taking the place of camels.

5. What is the best name for this story?

Automobiles with Caterpillar Wheels.  
Automobiles and Airplanes.  
New Ways of Desert Travel.  
Importance of Camel Caravans.

F. Years ago trappers and Indians were constantly telling stories of the wild horses that raced over the plains to the great Southwest. Today these wild horses have almost disappeared. Many of them were beautiful little animals, cream-colored, with a few black marks on their legs and a black mark down the middle of their backs. Their hoofs were black and could stand the rockiest trails. These small horses were called mustangs. Sometimes mules and horses would break away from the corrals of the white man and join the







B.			C.		
____ pleased	1. pleased	'	____ jolly	1. pick	
____ noise	2. start	'	____ chest	2. hear	
____ lady	3. over	'	____ listen	3. fight	
____ across	4. sound	'	____ battle	4. box	
____ delighted	5. woman	'	____ choose	5. gay	
• • • • •		'	• • • • •		
D.			E.		
____ idea	1. middle	'	____ trail	1. look for	
____ center	2. imagine	'	____ brther	2. worry	
____ suppose	3. tied	'	____ different	3. footpath	
____ bound	4. flock	'	____ blossom	4. unlike	
____ herd	5. thought	'	____ expect	5. flower	
• • • • •		'	• • • • •		
F.			G.		
____ remain	1. come into	'	____ understand	1. quick	
____ excuse	2. fasten	'	____ certainly	2. know	
____ piece	3. stay	'	____ escape	3. under	
____ hitch	4. forgive	'	____ hasty	4. get away	
____ enter	5. part	'	____ beneath	5. surely	
• • • • •		'	• • • • •		
H.			I.		
____ famous	1. visitors	'	____ mingle	1. work	
____ suit	2. supply	'	____ replied	2. surprised	
____ company	3. trip	'	____ toil	3. keep apart	
____ furnish	4. satisfy	'	____ separate	4. mix	
____ journey	5. well-known	'	____ astonished	5. answered	
• • • • •		'	• • • • •		
J.			K.		
____ desire	1. satisfied	'	____ ordinary	1. determined	
____ content	2. lucky	'	____ alarmed	2. loiter	
____ sparkle	3. try	'	____ decide	3. usual	
____ fortunate	4. shine	'	____ disappear	4. vanish	
____ attempt	5. wish	'	____ linger	5. afraid	
• • • • •		'	• • • • •		

0      12      40      50  
• Low   • Average   • High •

Possible Score      50  
Pupil's Score      \_\_\_\_\_  
Pupil's Rating      \_\_\_\_\_



PART III

TABLE OF CONTENTS--INDEX

A. DIRECTIONS: Use the Table of Contents to answer the questions below. Draw a line under the right answer to each question.

Land Travel

Covered-Wagon Days . . . . .	5
Away Goes the Stage . . . . .	25
A Ride on a Train . . . . .	52
Streetcars of Long Ago . . . . .	65
At Last, the Automobile . . . . .	86
Man Learns to Fly . . . . .	126

Ships Today and Yesterday

How Boats Came to be . . . . .	150
Clipper Ships of Yesterday . . . . .	175
How the Steamship Began . . . . .	200

1. How many parts, or main headings, are there?

one      four      three      two

2. How many stories are in Part One? six      five      seven      ten

3. On what page does Streetcars of Long Ago belong?

52      65      68      86

4. On what page does Away Goes the Stage end? 52      51      25      64

5. In which story would you be reading on page 92?

Man Learns to Fly      At Last, the Automobile

Clipper Ships of Yesterday

6. In which story might you find something about horsecars?

A Ride on a Train      Streetcars of Long Ago

Away Goes the Stage

7. In which story might you find something about the first flat-

boats? How Boats Came to Be      Clipper Ships of Yesterday

How the Steamship Began



8. How many pages are there in Covered-Wagon Days?

25            20            24

B. DIRECTIONS: Use the Index to find the pages to which you must turn to find answers to the questions on the right. Write page numbers on the lines, as shown in the sample.

INDEX	SAMPLE	
Bananas	Where do bananas grow:                    90-92	
Where grown, 90-92; shipping of, 94; storing of, 96-98; as a food, 99		
Bicycles	1. How should a dog be trained?                    _____	
early, 7-15; safety, 17; pictures of, 18, 21		
Birds	2. Where can you find pictures of bicycles?                    _____	
water birds, 112-124; land birds, 125, 136		
Dogs	3. Where are oxen used today?                    _____	
care of, 140-150; training of, 158; stories of, 160-166		
Horses	4. What kinds of horses are there?                    _____	
kinds of, 170-172; uses for, 176; race horses, 178; pictures, 180		
Oxen	5. Are bananas a good food?                    _____	
today, 200; in early days, 204-209		
Safety	6. Where can you find out about safety on railroads?                    _____	
on railroads, 40; in the air 48; on highways, 52-56		
	7. Where can you find out about race horses?                    _____	
	8. What is a safety bicycle?                    _____	
	9. Where can you find a dog story?                    _____	
	10. Is a duck a water bird?                    _____	
0            6            12            18	Possible score	18
• Low        • Average        • High        •	Pupil's Score	_____
	Pupil's rating	_____



## PART IV

## **GLOSSARY OR DICTIONARY**

A. DIRECTIONS: Number the words in each group in the order in which they would appear in a glossary or a dictionary. Do it as shown in the sample.

### SAMPLE

1

2

4 frost  
2 caught  
1 again  
3 earn

linger  
island  
half  
knife

— quiet  
— might  
— ordinary  
— reach

3.

4.

5.

\_\_\_\_\_ yet  
\_\_\_\_\_ skirt  
\_\_\_\_\_ wonder  
\_\_\_\_\_ until

\_\_\_\_ path  
\_\_\_\_ puddle  
\_\_\_\_ people  
\_\_\_\_ pretty

clam  
clouds  
climb  
cluck

B. DIRECTIONS: On the left are guide words and page numbers from a glossary or a dictionary. Use them to answer the questions on the right.

## GLOSSARY

cabin	378	caught
collar	379	cloud
clown	380	custom
dance	381	dollar
done	382	during

1. On what page would you find dance?
2. On what page would you find delight?
3. On what page would you find dream?
4. On what page would you find captain?
5. On what page would you find clothes?

C. DIRECTIONS: Here is a sample glossary or dictionary. Use it to answer questions below. Draw lines under the right answers.



a gree, 1. To think the same thing someone else thinks.	1. dou ble, 1. To go back the same way that you came. 2. To fold in two pieces the same length.
2. To say you will do a certain thing.	
bea ver, 1. A ratlike animal valued for its fur. 2. A high hat for men, made from the skin of a beaver, or from goods that looks like beaver skin.	1. lum ber, 1. Wood that has been sawed and made into boards. 2. To move along, as when pulling or carrying something heavy.
cor du roy, 1. A thick cotton cloth, corded or ribbed. 2. Made of logs placed side by side, as roads and bridges in early days.	1. sea son, 1. To add such things as salt and pepper to food to make it taste better. 2. To dry out, as wood. 3. A part of the year, as spring, summer, autumn, winter.

1. How many syllables are there in corduroy?  
one          four          two          three
2. Which syllable in agree is accented?    first          second
3. What is the right way to spell the word that means a ratlike animal?  
animal?          beber          beaver          beeever          beevr
4. Which meaning of the corduroy is used in this sentence?  
"Put on your old corduroy pants to plan in."          1          2
5. Which meaning of the word lumber is used in this sentence?  
"The soldiers with their packs lumbered along the road."



SCORING KEY

DIRECTIONS: Each item is given a score of one point if the response is correct. A response is either all right or all wrong. No partial credit is given. A response is wrong if more than one answer is marked, or if some other method of marking is used then the one directed. Omissions are scored as wrong.

PART I

A.

1. went fishing
2. one
3. bright
4. near the river
5. A Fishing Trip

B.

1. June
2. in the mountains
3. to ride horses
4. exciting
5. Summer in a Mountain Camp

C.

1. by railroad
2. two
3. They walked up a runway
4. He understood what the men wanted.
5. Loading Sheep for Market.

D.

1. No one
2. sensible
3. The branches were burned off.
4. sharp
5. Man's First Boats

E.

1. The camel would always be used.
2. common
3. caterpillar wheels
4. Machines are taking the place of camels.
5. New Ways of Desert Travel

F.

1. few
2. horses, mules, and mustangs
3. continually
4. on back and legs
5. wild Horses of the Southwest

PART III

B.

- 2
- 4
- 5
- 3
- 1

E.

- 3
- 2
- 4
- 1
- 1

H.

- 5
- 4
- 1
- 1
- 3

K.

- 3
- 5
- 1
- 1
- 2

C.

- 5
- 4
- 2
- 1
- 1

F.

- 3
- 4
- 5
- 1
- 2

I.

- 4
- 5
- 1
- 3
- 2

D.

- 5
- 1
- 2
- 3
- 4

G.

- 2
- 5
- 4
- 1
- 3

J.

- 5
- 1
- 2
- 3
- 3



PART III

A.

1. two
2. six
3. 65
4. 51
5. At Last, the Automobile
6. Streetcars of Long Ago
7. How Boats Came to be
8. 20

B.

1. 158
2. 18, 21
3. 200
4. 170-172
5. 99
6. 40
7. 178
8. 17
9. 160-166
10. 112-124

PART IV

A.

1. 4,2,1,3
2. 3,1,2,4
3. 4,1,3,2
4. 1,4,2,3
5. 1,3,2,4

B.

1. 381
2. 381
3. 382
4. 378
5. 379

C.

1. three
2. second
3. beaver
4. 1
5. 2
6. 3



PART I

COMPREHENSION-SIXTH GRADE

DIRECTIONS: Read the following paragraphs. Then answer each question by drawing a line under the right answer, as shown in the sample.

• •

SAMPLE

When Hugh Lofting was a soldier in the British Army during the First World War, his children at home begged for letters. As he watched the army horses working so faithfully, he had an idea. Why not write letters about a country doctor who loved animals so much that he gave up doctoring people to take care of animals? His letters delighted the children so much that he decided to put them into book form. This was the beginning of the famous Dr. Dolittle books.

1. What country was Hugh Lofting fighting for?

France      United States      England      Germany

2. What word tells best how the army horses worked?

Willingly      loyally      carefully      continually

3. The best title for this paragraph is;

A Famous Animal Doctor      The Origin of the Dr. Dolittle Books

Army Horses      Hugh Lofting

• •

A. Cows are divided into great classes--dairy cattle and beef cattle. About half of the cows in the United States are dairy cattle. They can be seen on any summer day grazing in sunny meadows near enough to towns to make milk delivery a possibility. From these dairy herds comes also about one third of our meat supply. Often a dairy herd will produce more bull calves than a farmer has use for. Some calves grow into cows that never produce enough milk to pay for feeding them. Under certain conditions a good cow may cease to be a good milker. So from time to time the farmer culls his herd and sells for veal and beef those cattle that have netted him no income. Meat from dairy cattle is, however, a poorer grade than that obtained from beef cattle. Therefore, it is generally used for canned meat or for sausage. The second great class of cows, the beefers, produce the greater part of our meat supply; and from beef cattle come all the best grades of veal and beef.



1. Culling a herd means sorting out for selling cattle that are:

healthy    unhealthy    profitable    unprofitable

2. A farmer culls her herd:

every spring    once a year    every autumn    from time to time

3. About how much of our meat supply comes from beef cattle?

one half    two thirds    one third    all of it

4. Poorer grades of veal and beef are used for:

smoked and canned meat    smoked meat and sausage

canned meat and sausage    sausage only

5. The best title for this paragraph is:

Our Milk Supply

Beef Cattle of the U.S.A.

How to Grade Veal and Beef    Classes of Cows

B. Sea turtles differ from land turtles in that their feet have no claws but are shaped like powerful paddles by which they can propel themselves through the water. The largest of the sea turtles is the leatherneck. Its shell may measure six feet long. The green turtle is noted for its sweet meat. The sweetness is probably due to the fact that the green turtle's diet consists chiefly of seaweed. The shell of the Hawksbill turtle is seldom longer than three feet, but from one such shell several pounds of scales can be gathered from which tortoise-shell rims for eye-glasses and many ornaments can be made. The meat of the hawksbill, though edible, is not nearly so sweet as that of the green turtle. Another common turtle is the loggerhead. Its meat can be eaten, but it is not very tasty. Its shell is useless. The eggs of all four types of sea turtles can be eaten by people who like them.

1. Of all the types of sea turtles, the leatherback is the:

strongest    largest    most common    smallest

2. Much of our supply of tortoise shell comes from the:

green turtle    leatherback    hawksbill    loggerhead

TODAY

LOG IN 2015-16 DRAFT CDS 2016

Wolfsburg, 22.9.1991, 10.00 Uhr

3. Land turtles differ from sea turtles in that land turtles:

cannot swim are not good to eat have no claws have claws

4. The principal food of a green turtle is:

fish water bugs seaweed insects

5. The best title for this paragraph is:

Sea Turtles and Land Turtles Tortoise Shell and Its use

Type of Sea Turtles The Loggerhead

.....

C. When the pioneers moved westward from the woodlands of the East to the Great Plains of the West, they encountered for the first time Indian warriors mounted on horseback. The Indians had learned to ride the wild horses of the plains, the descendants of the first horses brought to America by the Spanish explorers. The pioneers found that, to protect themselves from fierce bands of Comanches and other warlike tribes, they, too, must fight on horseback. For such fighting, their rifles were useless. It took two hands to handle a rifle successfully, and the rifle had to be reloaded after each shot. It was impossible to ride a bucking horse and manage a rifle at the same time. Fortunately several years before, in 1830, a man in the East by the name of Colt had invented a revolver which could shoot six times before it needed reloading. The revolver was small enough to make it possible for a man on horseback to shoot it with one hand while he managed his horse with the other. The rider could also carry a second six-shooter in his holster and thus have twelve shots to fire at his foe before he had to pause to reload. People in the East had looked with disfavor on Colt's invention. It remained for the Texas Rangers and the cowboys to make the six-shooter famous throughout the West.

1. The title that tells best what this paragraph is about is:

Indian Battles of Long Ago Why the Six-Shooter became Famous

Fighting on Horseback Colt's Invention

2. Before the time of the Spanish explorers there were:

no horses in America Few horses in America

Many horses in America a few wild horses in America

3. The name of one warlike tribe of Indians was:

Colt Comanche Woodland Plains



4. The feeling about the six-shooter in the East was one of:

approval      surprise      disapproval      disgust

5. For a horseback rider a six-shooter was better than a rifle

because:

it could be reloaded more easily

the rider could shoot and manage his horse at the same time

it could be carried in a holster

the rider could carry two guns

• •

D. In the Caribbean Sea, about one thousand miles from the tip of Florida, is the island of Puerto Rico (Rich Island). It is about one hundred miles long and forty miles wide with a delightful springlike climate and sunshine almost all the year round. Most of the farmland of the island is divided up into large sugar plantations. Tobacco and coffee plantations take up most of the remaining cropland. These plantations are the property of rich land-owners who often do not live on the island and who operate the plantations solely for their own profit. As a result, there is very little farmland left upon which foot for the dense population can be grown. Most of the food for the natives must be imported. Since the plantations provide work for only a small portion of the native population, unemployment is general throughout the island. Few of the population, which numbers over five hundred to the square mile in comparison to about forty to the square mile in the United States, can earn money enough to buy food for a well-balanced diet. Hence, disease is prevalent. In spite of its delightful climate, Puerto Rico is a land of poverty, unemployment, and disease.

1. Living conditions in Puerto Rico could be improved if:

the people were not so lazy

the plantations were divided into small farms

more food were imported

the plantation owners lived on the island

2. In the United States the number of people to the square mile is:

about 500      about 400      about 40      about 50



3. Saying that disease is prevalent means that it is:

severe      mild      widespread      fatal

4. Disease in Puerto Rico is caused by:

the climate      eating too much      sugar

drinking too much coffee      lack of enough food of the right kind

5. The best title for this paragraph is:

Sugar Plantations in Puerto Rico

An Island Where it is Always Spring

Coffee Raising in Puerto Rico

Living Conditions in Puerto Rico

• •

E. The Boeing 314 (Yankee Clipper) is the largest commercial transport plane yet constructed in the United States. It has an enormous single wing with a spread of 152 feet. When fully loaded, it weighs over 40 tons. It can accommodate 74 passengers. The crew generally numbers eight, five of whom are licensed pilots capable of taking over and handling the big ship. When not acting as pilot, these men serve as radio operators, navigators, and engineer. In addition, the crew consists of a chef, a steward, and a mechanic. The airplane is so large that there are two decks. On the lower deck are luxurious staterooms for the passengers, a lounging room, a dining room, and the cook's galley. On the upper deck are the radio and navigating quarters, luggage compartments, and quarters for the crew. Cargo to the amount of 5,000 pounds of mail and express is carried in specially designed places in the interior of the big wing. The Yankee Clipper has four powerful motors and has been known to make a maximum speed of 190 miles an hour. On its regular flights from New York to Lisbon, its average speed is about 160 miles an hour. When going at a cruising rate of 150 miles an hour, the great ship can go 5,000 miles if necessary without stopping for refueling.

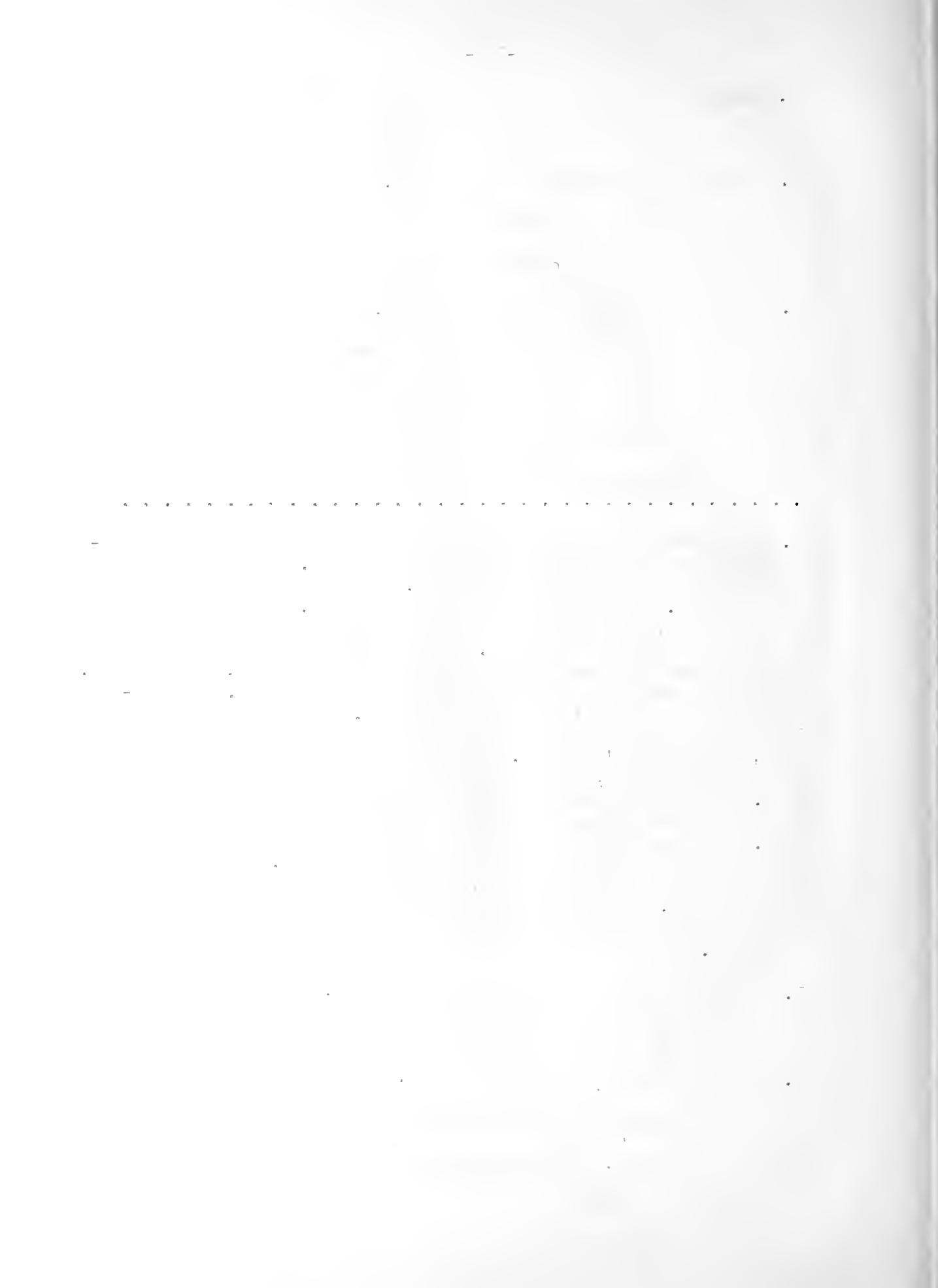
1. The galley of an airplane is like a small:

living room      dining room      bedroom      kitchen

2. The pilot must be capable of being:

Navigator, radio operator, mechanic

Navigator, chef, radio operator



radio operator, navigator, steward

radio operator, navigator, engineer

3. How much does the Yankee Clipper weigh when fully loaded?

40 tons less than 40 tons more than 40 tons 5,000 pounds

4. In order to go 5,000 miles without refueling, the ship must go:

at maximum speed at more than average speed

at average speed at less than average speed

5. The best title for this paragraph is:

By Airplane to Lisbon Piloting a Transport Plane

Express Service by Airplane Facts about the Yankee Clipper

F. Three millions of people annually die from malaria. This seems unbelievable when we consider that malaria can be prevented. Doctors know as much about this disease as they do about any other disease that afflicts human beings. Malaria is transmitted from person to person by a certain kind of mosquito called anopheles. Men do not catch malaria by direct contact with one another. They must be bitten by a malaria-carrying mosquito which carries the germ from an infected person having malaria to other, healthy persons. The only way to rid the world of malaria is to exterminate the anopheles mosquito. Swamps and other breeding places must be drained or sprayed with mosquito-destroying chemicals. The best spray is pyrethrum, a chemical extracted from a certain species of chrysanthemum. It is very effective and very cheap. Experiments in India, where one third of the three million deaths from malaria occur each year, prove that whole villages can be saved from an outbreak of malaria by spraying the breeding places of the anopheles mosquito once a week with pyrethrum at a cost of only five cents a year per person. When the low cost of prevention is considered it seems incredible that year after year malaria should be permitted to take such a toll of human life.

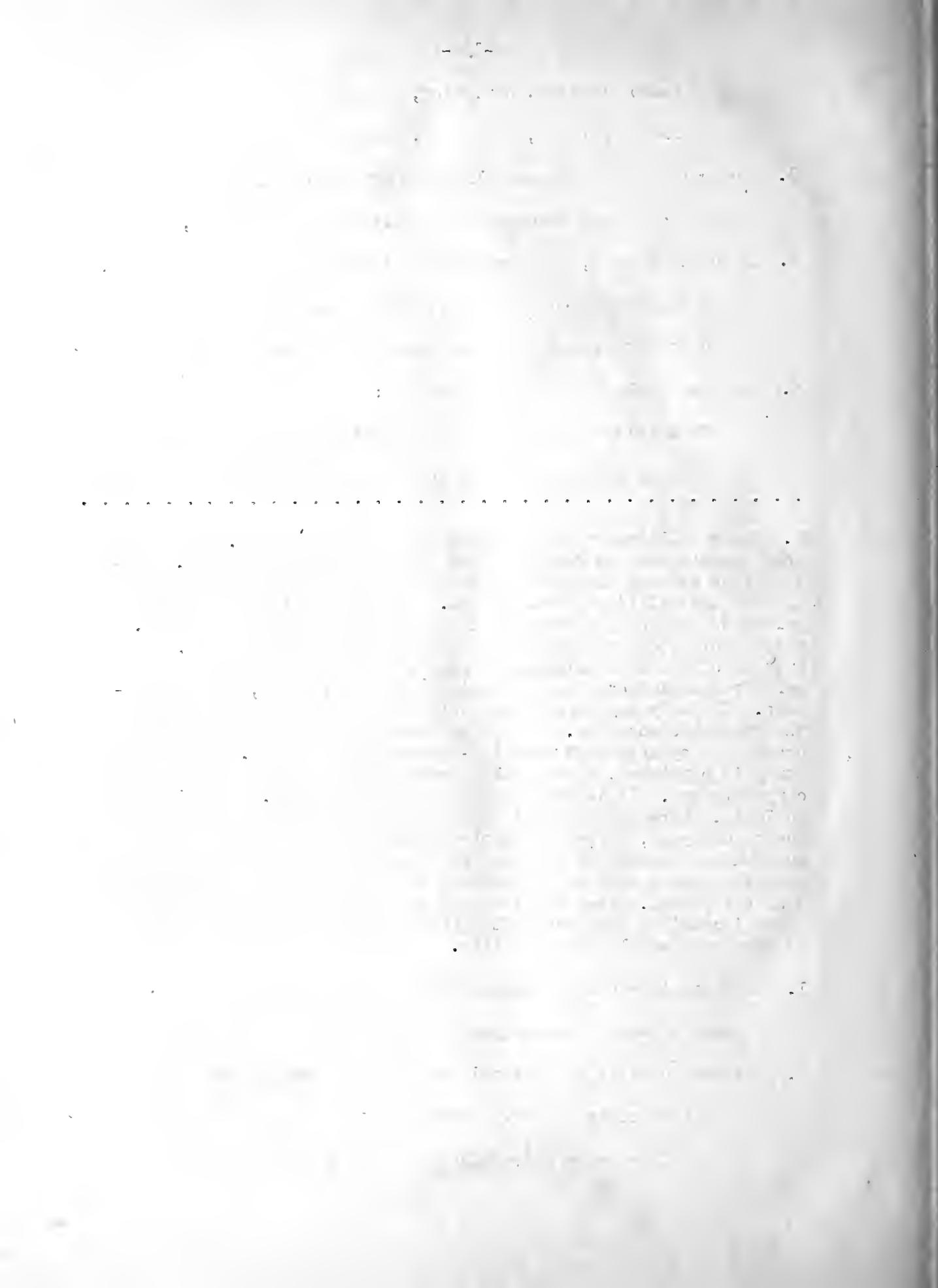
1. In India it was found that breeding places must be sprayed:

once a week once a year once a month once a day

2. How much does it cost to rid an Indian village of malaria?

five cents five cents a year five cents a person

five cents a year for each person in the village



3. How many persons die from malaria in India each year?

one million three million two million four million

4. Pyrethrum is a chemical extracted from:

an insect a flower seaweed a mineral

5. The best title for this paragraph is:

How to Make Pyrethrum

Annual Death Toll from Malaria

Causes of Malaria

Why Malaria Can and Should be Prevented

0	15	25	30	Possible Score	30
<u>• Low</u>	<u>• Average</u>	<u>• High</u>	<u>•</u>	Pupil's Score	____
				Pupil's Rating	____









